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ABSTRACT

The dual objective of this demonstration project was to show "how the reality of two or more language and ethnic groups present within one integrated classroom could be utilized to develop (1) bilingual readiness in both English-speaking and Spanish-speaking children, and (2) positive attitudes toward and respect for one's own native language and culture as well as the language and culture of other groups by the children of all backgrounds, by school personnel, by parents, and other community groups." The major ethnic/racial populations of the three participating New York City public schools consisted of Spanish-speaking children of Puerto Rican and Central and South American backgrounds, and English-speaking Negro and white children. A total of 15 kindergarten and four first-grade classes participated in the program, which was conducted by a bilingual teacher specialist for approximately 15 minutes per day throughout the 1964-65 and 1965-66 school years . Despite "horizontal differences in background" and "vertical differences in experience and personality," the kindergarten children appeared "unusually ready" for a program matching their stage of development and maturity. This report consists of an outline of the rationale and objectives of the Project; a discussion of the methods, results, conclusions, implications, and recommendations; and related correspondence. (AMM)

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FINAL REPORT

Project No. D-107
Contract No. OE-4-10-101

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BILINGUAL READINESS IN PRIMARY GRADES (KING)

AN EARLY CHILDHOOD DEMONSTRATION PROJECT

December, 1966

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U.S. DEPARTMENT OF
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Office of Education
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DEMONSTRATION PROJECT

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Paul E. King

December, 1966

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(1) Credit for the original conception, ideas and philosophy of this Early Childhood Demonstration Project is acknowledged to Eva Kenmore King who then participated with the author in formulating the original Project Proposal. She then selected and prepared coordinated teaching materials, and in her capacities as Observer, Supervisor/Evaluator, Materials Editor and Program Coordinator she tested and supervised these in the classrooms, applying her original methods, as described in this Report. Among her major contributions in bringing child development approaches to language teaching techniques, are (a) the Coordinated Story-Song-Play Approach, (b) the Language-through-Literature Approach, (c) the Multisensory Approach, (d) the Multiple Readiness Approach, and (e) the Story-Telling-Variations Approach to Lesson Plan Units, as described in this Report. Through innovations such as these she pioneered the work of this Pilot Program in the early years, Bilingual Readiness In Primary Grades. Finally, Eva Kenmore King also helped co-author this Final Report.

(2) Credit for the original encouragement during the early phases of conception of this Project, and for warm support throughout, is gratefully acknowledged to Associate Superintendent, Dr. J. Wayne Wrightstone, Director, Bureau of Educational Research, New York City Board of Education.

P.E.K.

(I) INTRODUCTION

(A) BACKGROUND - PROBLEM AND RATIONALE

In many classrooms all over the United States, children from various backgrounds sit side by side, but their worlds never meet. Complex background and environmental forces keep them apart, but perhaps the most powerful of these is language. In many more ways than one, these children do not speak the same language, and are rarely, if ever, given opportunity to meet on common grounds.

This is the setting of a typical integrated classroom, duplicated daily, hundreds of times, in many metropolitan areas - urban and suburban - and regional sections of the country:

> There are about twenty-five children in this class. About one-third of them speak Spanish; among them there are some who do not understand English at all, and others who comprehend it in varying degrees. The other two-thirds of the class speak English; some speak the English of the less advantaged Negro child, while the others speak the English of the middle class white child.

Here, two major linguistic needs of American education clash head on: The young non-English speaking child is expected to gain a good command of the English language quickly for a monolingual American society, lest he fall behind in all areas of his education; at the same time, the native English speaking child must acquaint himself early with another, or second language for life in a rapidly shrinking, multilingual world society; and at the same time, the American Negro child, though English speaking, faces English language problems of his own which he must overcome quickly, lest he be kept from the full range of schooling and education, including foreign language acquisition.

Unfortunately, the above needs - which have so many elements in common - often clash within the same school, sometimes even within the same classroom. Large groups of non-English speaking children go through the process of cultural and linguistic integration, at a more or less successful rate. Sometimes, especially when the non-English minority is very small, acculturation may occur quite naturally and rather smoothly; often, however, especially when the non-English minority is large or has actually become a majority, many children resist English acquisition because of factors in the home and in the school environment; at times, this process of necessary acculturation can become so overpowering that it alienates the non-English speaking child even from his own native language, culture, even from his family, and not infrequently even from himself. Experiences point to bilingual illiteracy as a price not infrequently paid when education becomes virtually arrested, progress in English painfully slow, and Spanish competence progressively lost. A great number of special remedial programs have been found necessary to cope with the serious problems caused by this necessary but heretofore unmotivated process of integration into the American culture and the English language. Some of the frequently disastrous results of this apparent conflict, as they appear in later school years, are well known: negative attitudes, in-groups, serious retardations, dropouts, and near illiteracy are just a few.

Simultaneously, and often in the same school, the English-speaking child spends years trying to acquire a reasonable working knowledge of a foreign language. Having watched the process through which his non-English speaking peers were urged and required to go to become fully integrated into the Anglo-American pattern, he feels little need to learn any other language besides English or to recognize any other culture as "equal" to his own. His motivation to learn a second, or "foreign" language is in consonance with and reflects this reasoning. Great efforts of time (years of instruction and studies) and a great deal of money (NDEA and ESEA) are then employed in order to achieve the foreign goals that have become an important part of our national interest. Curriculum shortcomings and difficulties, and the absence of special training for language teachers on Early Childhood and Primary levels, have so far made it necessary to concentrate these efforts mainly on Secondary school levels. While the efforts to introduce FLES programs (Foreign Languages in Elementary Schools) have made some forward strides in lowering the age level for the start of foreign language instruction, with very few and rare exceptions, even FLES does not as yet operate below Grades 4 or 5. Thus, the English speaking child is exposed to beginning foreign language instruction at a stage in his biological development when he has already passed his greatest natural peak, or optimal "readiness", for acquiring another language, thus forfeiting his bilingual age (of 4 to 8).

In addition, and often also in the same classroom or the same school, the American Negro child is frequently expected to cope with both of these needs; i.e. competence in English and sometimes a study of a foreign language. Unfortunately, frequently neither of these needs are met, and the missed opportunities become more and more difficult to remedy. The frequent exclusion of the

Negro child (and the Spanish child as well, for that matter) from Intellectually Gifted Classes (based on I.Q. scores, achievement scores, or reading scores) where FLES programs are exclusively introduced (*), as well as the frequent automatic inclusion of all children of a given grade level in mandatory FLES classes (**), have failed to solve the problem. On the contrary, these "either-or" situations have often aggravated the basic problems of the English speaking American Negro child who frequently has divergent language problems of his own, and they have further complicated the language needs of the Spanish speaking child who is also frequently excluded from FLES classes under the one system, or automatically included in mandatory classes under the second system which often introduces him to yet a third language (French).

> Thus, in today's integrated classrooms, children from these and other varying backgrounds sit side by side, their diverging needs remaining often unrecognized and largely unmet, both from the point of view of the school and *from the point of view of the child.*

The question then arises: How shall we educate these groups of young children in one classroom - playing, working, listening, speaking, reading, thinking - together? And what should the fabric of language be made of? In other words, in what terms can we address ourselves to all the children? Can it be in terms of the "daily" mechanics of "living" - breakfast, dinner, "our" family, "our" neighbors, "our" friends, trips, vacations, the new baby, the care of pets? Can it be in terms of the community workers or "helpers" - the policeman, the fireman, the garbageman, the mailman (not to speak of the building inspector, the public nurse, or the social worker)? Or suppose we speak to them in terms of sub-subjects, or units, such as "our" city, "our" holidays, or "our" health, do we not rather separate - and so segregate - the children of the integrated classroom when we address ourselves to them, i.e. "educate" or "lead them forth", in any of these terms? For when we ask who had orange juice, and perhaps bacon and eggs for breakfast, and when we welcome the few hands that go up, can we then also deal gracefully with the divergent answers such as "beans at grandmother's house", "grits" or "potatoes", especially when perhaps one-third of the children find such experiences strangely amusing? And similarly, in what terms can the content of the Beginning Readers address itself to all the children in one classroom?

(*) A common procedure in large city school systems.
(**) A common procedure outside large city school systems.

What are then the implications? Does this mean that we must devise separate (i.e. segregated) programs for each group to be of educational value and meaning? How largely, how widely, and for how long could separated education be carried on under an integrated roof? Or must the educational sharing in the presence of bi-ethnic or multi-ethnic groups amount to no more than proximity in one classroom?

The question that arises then is:

> Can education be a shared experience yet without sacrifice to either need or quality? In other words, (1) can there be education for all, (2) can it meet the needs of all groups, and (3) can it remain of high quality and value - in the same classroom at the same time?

The problem might perhaps be rephrased, in question form, in terms of overall educational and developmental goals:

> What happens to the child's lingual progress, his educational advancement, and his development when, in one case, his native language - an integral part of himself - is either denied, ignored, or bypassed as irrelevant or without value, or thought of as a problem and a disadvantage to both himself and others around him?
>
> Or what happens, in the other case, to the child's language capacities, his educational expansion, and his personal growth, when his natural readiness for language multiplicity - also an integral (if yet dormant) part of himself - remains entirely untapped and ignored in spite of a bilingual setting, and therefore - by implication - is also treated as irrelevant and without value, to himself and others?
>
> And, finally, what happens in the third case, to the child's language development, his educational opportunities, and his personal advancement, when his divergent use of the English language becomes racially associated and erects a barrier against himself and his future needs?

(B) RELATED RESEARCH - SIMILARITIES AND DIFFERENCES.

Related research indicated that it concerned itself largely with situations and problems as they arose specifically:

(a) When only one foreign language (be it English or any other second language) is taught in a classroom where all children are of a uniform (monolingual) background; or

(b) When English is the only language goal in a classroom where a significant portion of the children are English language learners, while the other (also significant) portion of the children speak English as their "native" language.

In other words, past research seems to cover situations, problems, and questions as they arise from either one of the above two basic linguistic needs; but no work has apparently been done on the problems, as well as the possibilities, emerging from the very fact that both language needs - (1) the acquisition of competence in English for non-English speaking children, and (2) foreign language readiness for English speaking children - often do co-exist within the same classroom, nor how this co-existance could be utilized to educational advantage.

Furthermore, related research points to the need for further experimentation in such areas as:

(1) Development of stimulation toward language readiness on Kindergarten and early Primary grade levels;

(2) Problems of negative attitudes caused by the one directional (i.e. English-only) approach to language learning;

(3) Problems of "losing interest" in learning;

(4) Problems of "cultural differences" when attempting to transfer stories, toys, games and activities from one culture to the other;

(5) The extent and circumstances under which the natural use of the native language would improve learning of the target language.

It was precisely some of these questions, raised in past research studies, which this Demonstration Experiment considered. Because of the very fact that two or more different groups of children are often grouped together in the integrated classroom, and because English-language competence and foreign language acquisition are goals equally important to American education, this Project was conceived to demonstrate the following differences in approach and their impact:

(1) Instead of the customary one-way-only direction of foreign language or English instruction, a two-way bilingual interchange was to prevail:

(2) Instead of ignoring the reality of the complexities resulting from multi-group constellations in the integrated classroom, or instead of relying on remedial measures for already created problems, the Bilingual Readiness Project was to demonstrate the use of actual existing classroom conditions and the existing opportunities within it, for making available to all the children the two languages which are present in the integrated classroom but which are not made accessible, either socially or educationally.

(C) OBJECTIVES.

Since it is a fact that many classrooms in many parts of the USA contain two or more large blocks of children of different backgrounds;
Since such groups of children, each starting with a different language as the basic medium of communication, work together for the better part of each day, participating in the same activities, being exposed to the same stimuli by the same teacher;
Since it has been demonstrated that children often learn more from their peers than from adults;
Since it has been demonstrated by research and experience alike that educational achievement is inseparably tied to the success or failure of acquiring the skill of language communication and acculturation;
Since experience in some other nations has shown that children given the proper environment and stimuli at an early age, can grow up to be bilingual (or even multilingual);
Since the two linguistic needs cited before have acquired special urgency in terms of America's national interest;
Since as classroom organization and curriculum development are now constituted, these two needs often conflict with rather than reinforce each other;

It was therefore the dual objective of this Demonstration Project to demonstrate how the reality of two or more language and ethnic groups present within one integrated classroom, could be utilized to develop:

(1) Bilingual Readiness in both English speaking and Spanish speaking children;

(2) Positive attitudes toward and respect for one's own native language and culture as well as the language and culture of other groups by the children of all backgrounds, by school personnel, by parents, and other community groups.

Specifically, this Demonstration Project was to aim at the following:

(a) Stimulate Spanish speaking children (English language learners) toward audio-lingual comprehension of and communication in English.

(b) Stimulate English speaking children ("foreign" language learners) toward audio-lingual comprehension of and communication in a language other than English (i.e. Spanish).

(c) Demonstrate to school personnel how these two seemingly conflicting needs can be made to support and reinforce each other educationally, within the school and the classroom.

(d) Develop the above two aims simultaneously through a readiness curriculum psychologically and educationally sound for every group regardless of background or academic level.

(e) Develop this bilingual readiness within the framework of the day-to-day school curriculum.

(f) Establish among all groups positive attitudes towards the goal of communicating in a second language.

(g) Utilize the natural pride in one's own language and cultural heritage as the start and basis from which to step into another language and culture.

(h) Develop an approach, a methodology and techniques for a bilingual program of this type.

Secondary objectives: It was hoped that a number of by-products might result from this Demonstration Project as well:

(a) Technological instrumentation for the effective implementation of the new methodology of a language readiness program in the early years.

(b) Stimulation among educators of awareness to the factor of foreign language readiness as existing alongside with reading readiness, numbers readiness, science readiness, etc.

(c) Stimulation of a new awareness by teacher training institutions of the need to train Kindergarten and Elementary teachers bilingually in order to support the multiple language aims of the nation, and to train language teachers to teach in early grades in order to utilize the natural bilingual factor.

(d) Stimulation of school systems to initiate foreign language programs in Primary grades so as to build directly onto the foundations of a language readiness program.

(e) Stimulation of publishers and other commercial companies to produce and market high quality bilingual materials for young children.

(f) Cooperative contributions of parents of both cultures in the collection of bilingual nursery and early childhood materials (chants, games, etc.).

(II) METHODS, RESULTS, DISCUSSION

(A) PROCEDURAL DESIGN

BILINGUAL CONSIDERATIONS

For a number of reasons, English and Spanish were chosen as the two languages of communication in this Project:

(1) Geographic and political proximity to the Spanish speaking world;

(2) A considerable segment of American citizens as part of a more or less monolingual culture;

(3) Numerous concentrations of native-Spanish speakers prevailing throughout many parts of the United States, with a considerable number of Spanish speaking children attending American Public Schools.

In addition to the Spanish-English setting, various phases of classroom work were tried experimentally during the summers of 1965 and 1966, in a second bilingual combination of German-English.

It would have been possible to conduct this Demonstration Project in any bilingual setting, and a combination of Chinese-English had, in fact, been suggested and given consideration prior to the Project's start.

Similarly, since the native but divergent English speaker is also a language learner - one who needs to acquire a competence in English not negatively associated with his racial or socio-economic background - the procedures, methodology, approaches and techniques of this Demonstration Project reported in these pages apply equally to a dual setting of divergent and non-divergent English, as to a setting of divergent English alone.

GEOGRAPHIC CONSIDERATIONS

Three New York City Public Schools, all located in School Districts 4 and 6 (later renamed District 5) on Manhattan's upper Westside, provided a school population of at least three major ethnic and/or racial groups integrated in the same classrooms:

School	Approximate Distribution		
	Native Spanish (Puerto Rican, Central and South American)	Native English	
		Negro	White
School A	30%	25%	45%
School B	40%	35%	25%
School C	30%	50%	20%

Following pre-experimental tryouts during the Spring semester of 1964/65, regular daily classroom activities started in September, 1965. A total of fifteen Kindergarten and four Grade 1 classes participated over the two year period. The findings and evaluations of this Report pertain to a continuous observation of eight Kindergartens during 1964/65 and three new Kindergartens and two Grade 1 classes during 1965/66, i.e. a total of thirteen classes, out of which eleven were Kindergartens.

No selections whatsoever were made with regard to age, maturity, intelligence, emotional adjustment, readiness, or aptitude, and of course not with regard to racial, ethnic, lingual, or socio-economic backgrounds. The natural classroom constellations as they presented themselves each year in the Fall on school opening day, remained approximately the same throughout the school year, affected only by changes due to new arrivals and withdrawals.

The Bilingual Readiness Program operated in each of the participating classrooms for at least 75 minutes per week, on an approx. 15-minute per day basis. It was conducted by a Bilingual Teacher Specialist throughout the 1964/65 and 1965/66 school years.

EARLY CHILDHOOD/PRIMARY DESIGN

Since the original design of this Project, by its very nature, favored the Kindergarten classes both in numbers and in length of the experiment, the Project's curriculum and its impact was demonstrably tested and observed in the Kindergartens over a period of two successive school years, and as a result, the major part of evaluations was based on the observed Project demonstrations in the Kindergartens.

The Bilingual Readiness Project should therefore be considered an Early Childhood and/or Primary Program, conceived in the broadest sense, i.e. from pre-Kindergarten through the Primary Grades, but with emphasis of reporting on the Kindergartens.

DEMONSTRATION/OBSERVATION/EVALUATION PROCEDURES

Because it was a Demonstration Project, the procedures of this Project were to be continually and constantly observed. The descriptive style of this Report is in keeping with the original observation/evaluation design of this Demonstration Project.

For a number of reasons, it was felt that a goal of statistical testing would cloud rather than illuminate the Project's objectives and results. Questions such as these would have had to be considered:

(1) When did the child join the Kindergarten or Grade 1 Class?

(2) If now in Grade 1, was the child the second year in the Project, and if so, for how long previously - a full year, half a year, three months, a month?

(3) To what lingual background does the child belong, and what is the present language constellation of the home - mother, father, siblings, other relatives, friends?

(4) With what level of competence did each child start in each, i.e. both languages?

(5) Although the above question (4) was planned to be ascertained by individually conducted pre-tests, to what extent were these test results indicative of non-lingualcy rather than indicative of withdrawal, blocking or immaturity, and was this general or temporary in nature due to new adjustment to school? (App. B-3).

(6) Since a child's new arrival or school transfer was a frequent occurrance, how should a test be developed to match only the exposure of each child and only the appropriate material to be tested? Would even a series of monthly tests be meaningful in view of the fact that the program was developmental and cumulative in nature?

The outcome of the pre-test administered at the opening of school to about two-thirds of the participating children, indicated that the native English speakers had no knowledge of Spanish whatsoever, while about one-fifth of the native Spanish speakers indicated no knowledge of English, and the remaining four-fifth were divided between about two-fifth answering about half of the English questions, and about two-fifth answering all of the English questions. In actual classroom situations, however, the Spanish children had more difficulty with English proficiency than perhaps indicated testwise.

The test was not planned to be given again to the Spanish children at the end of the Program because of their multiplicity and variety of English exposure outside of the Project.

English speaking children could answer some or all of the same questions in Spanish at the end of the school year, but one must beware of possible erroneous conclusions, for obviously the English speaking children could best be described as proficient second language beginners.

In view of the large numbers of variables, and considering the nature of readiness itself, the ages of the children, and this Project's commitment to qualitative criteria, and in view of the decision at the time of the Project's approval to dispense with formal control groups, the Project's Observation/Evaluation Design was to concentrate on those procedures most helpful to the actual conduct of this Demonstration Project, so as to result in a descriptive account that makes its own contributions to overall educational and developmental goals:

(1) Daily Observations by the Project Staff Observers and the Program Co-ordinator.

(2) Frequent Observations by non-project staff visitors.

(3) Frequent Surveys of parents and classroom teachers.

(4) Observations and Evaluations by professional consultants.

(5) Ongoing informal Comprehension Checks by the Bilingual Teacher Specialist.

The Project's design called for daily observations by the Staff Observer in every classroom. Thus, about one thousand individual classroom observations were made in the course of one school year alone.

Frequent anecdotal records were kept by the daily Staff Observer regarding the program content, its impact on the children, and its effectiveness. An Observation/Evaluation form was prepared for this purpose; it provided for comments relating to:

(1) Lesson design;

(2) Lesson presentation;

(3) Area content and central emphasis;

(4) Forms of children's participation;

(5) Individual class observations and individual children's reactions;

(6) Summary for the day's program and classes. (App. B-1).

All reported classroom observations underwent ongoing evaluations, both short term (daily and weekly) and long term (by semester, and yearly). In addition, the curriculum was evaluated unitwise, i.e. approximately every two weeks.

In addition to daily observations, and because of the Project's demonstration design, professional and other interested visitors were invited from the start, to observe and to respond with oral and written observations and evaluations. It is worth noting perhaps that the informal discussion-type evaluations, immediately following a classroom observation, proved to be most valuable in terms of an exchange of reflections, insight, and creative and detailed suggestions; more formal written observations, also valuable, but perhaps because by their very nature time-delayed, tended to be, with noted exceptions, somewhat more general/(App. A).

Thus, in the course of this experiment, observations and evaluations were made by:

(1) Project staff observers; daily.

(2) The Program Supervisor-Coordinator; near daily.

(3) The Project Director.

(4) The Bilingual Specialist Teacher.

(5) The Classroom Teachers.

(6) Project school staff and administrators: School principals, assistant principals, staff specialists in language arts and reading, psychology and guidance, art, music, science, foreign languages, auxiliary (bilingual) teachers and non-English co-ordinators, school librarians, and other-than-Project teachers (pre-Kindergarten, Kindergarten, Elementary).

(8) Independent outside professional visitors, local, and from various parts of the USA - principals, teachers, student teachers, college supervisors, foreign language specialists, early childhood specialists, psychologists and therapists, audio-visual media specialists, members of the United States Office of Education, and others.

(9) Community leaders, social workers, community center workers, hospital and other agency workers, etc.

(10) Independent outside professional observers and consultants.

(11) Parents, project-connected and others.

Last, but not least, insightful and meaningful evaluations of the Project's impact in terms of motivation, bilingual readiness, and attitudes came from the children themselves, who often expressed their reactions and feelings about the Bilingual Program through spontaneous comments as well as through creative pictures. It is worth noting perhaps, that for example the pictorial and oral comments, reproduced on pages 63-67 were passed on by the children to their Kindergarten teacher without the previous knowledge of the Bilingual Teacher or the Project Staff.

(B) CURRICULAR DESIGN

LITERATURE AND EARLY CHILDHOOD

The Project's overall curriculum considerations arose directly out of the stated Problem and the stated Rationale as described in the Introduction of this Project Report (Pages 6-8).

The procedures, methods, approaches, and techniques were therefore all planned in terms of the stated underlying overall educational and developmental goals, as previously stated, and the results obtained were also viewed in those terms:

(1) Can there be education for all, can it meet the needs of all sub-groups, can it still remain of high quality and value - in the same classroom at the same time?

(2) Can education in the integrated classroom be a shared experience yet without sacrifice to either need or to quality?

(3) Can there be education in terms of preservation and furthering of American heritage, traditions and values, yet can it remain also valid in terms of multi-ethnic and/or multi-lingual meanings?

Various pre-Project tryouts and observations, out of which the actual Project Proposal was formulated by the author~~s~~, and further pre-experimental tryouts and observations in the Spring months prior to the formal two year experiment - all had pointed to the hypothetical answer that the solution to these questions might lie in one specific area - the area of quality: that is, that the de facto answer was to be found only in de facto high quality education, i.e. educational excellence. It was therefore assumed that only when a qualitative solution was sought at all times, that the needs of all three groups of children could be met simultaneously, yet also individually, within the integrated, multi-ethnic and/or bilingual American classroom.

The task of the Bilingual Readiness Project thus perceived, was then one of developing and coordinating (1) a curriculum, (2) a methodology, (3) an approach, and (4) a technique, that would provide and make available worthwhile and relevant educational experiences of immediate and/or potential future value to all three groups simultaneously.

The first question that arose concerned the curriculum; yet it had to consider simultaneously also its lingual content, i.e. the fabric of language. Or, to rephrase it once again in terms of developmental and larger educational goals:

> What is meaningful and of value and significance to young children regardless of language, ethnic, racial, cultural, or socio-economic background?

Stories with literary merit provided the answer. Children's literature, specifically high quality early childhood literature, with its dual stimulus of meaningful language and superior illustrations, supported by and correlated with music and song, was able to captivate all the children regardless of background, and motivate them into oral expression and stimulate their intellect.

Since the *Bilingual Readiness Project* was conceived as a *Demonstration Project*, an *Early Childhood* and/or *Primary Program*, a *Readiness Program*, a *Language Program*, and a *Bilingual Program*, all at once, it had to meet a multiplicity of requirements, simultaneously as well as individually. Thus:

As a Demonstration Project it had to show how the apparent disadvantage of seemingly conflicting linguistic needs could actually be turned to advantage in the outwardly integrated yet internally separated classroom, and it had to actually demonstrate the feasibility of such an approach;

As an Early Childhood and/or Primary Program - conceived in the broadest sense, i.e. from Pre-Kindergarten through the Primary Grades - it had to adhere, at all times, to sound psychological principles of child development, particularly those governing early childhood. All encounters with learning, and all strategies of teaching, therefore, had to be child centered, and all communication, therefore, had to be meaningful in terms of the children's interest and their emerging stages of intellect;

As a Readiness Project, capable of awakening potentials, actualizing beginnings, and laying foundations, it had to take advantage of the children's present abilities, their dormant powers, and of their projected future knowledge in such a way as to leave behind a residue of insights and/or knowingness acquired in the learning situations, which could become foundations of later learnings, both immediate and delayed. In this manner the future continuation of the concept of the *Bilingual Readiness Project* needed not to depend on prolonged immediate continuity over x-number of years, nor did it have to be threatened by interrupted or delayed progression;

As a Language Program it had to make language, in its best and fullest sense, the focal point and point of departure for the shared educational experiences of all the children. Lingual freedom was to be achieved within a context of significant and meaningful communication. And, finally,

As a Bilingual Program, it had to adhere to sound linguistic principles of sequencing, progression, gradation, and reinforcement.

It also meant that it had to assure at all times total comprehension of meaning in both target languages. In this manner, it had to make available to all the children both the languages which had been present in the classroom but had not been accessible either socially or educationally.

Since it was not possible to immerse the entire 2½ hours of the Kindergarten or other full classroom time into the bilingual atmosphere, and since the Project was limited to a daily 15-20 minute classroom period (conducted by a bilingual teacher), some decisions, both practical and theoretical, had to be made as to area content. The fact that the children had reached a stage of development in which they were ready for a high degree of ideational content, led to the conclusion to channel the teaching efforts of this Project into those curricular areas of the classroom where thoughts, ideas and concepts were paramount, yet where language communication, both passive and active, was also engaged in by all the children the most:

(1) Creative Story-telling;
(2) Coordinated Music and Songs; and
(3) Related Interaction Play and Games

seemed best suited as an educational base for the program. In addition, these early childhood activities, though properly child-oriented, also appeared largely teacher-directed, in contrast to other more individual children-directed activities which seemed not to fit as naturally into a bilingual program limited to a 15-20 minute time span.

Given these external limitations, and following decisions regarding area content, qualitative choices then became paramount. Once it was decided that the high quality literary picture story and its many variations (telling and retelling, dramatizations, role playing, puppetry, musical adaptations, dialogue, choral responses, pantomime, etc.) would form the central bilingual theme of a lesson unit, initial survey of early childhood literature then led to the pre-selection of materials according to certain criteria - literary, artistic, psychological, educational and, of course, linguistic. Certain elements were looked for in the selection of the stories:

(1) The story had to be worth telling;

(2) It had to have sound emotional and psychological appeal to children regardless of their ethnic, racial, or socio-economic backgrounds;

(3) The pictures had to be of high artistic quality yet simple and "telling", since this visual element formed the central unifying factor in the children's bilingual experience;

(4) The story had to contain a minimum number of words and a maximum number of pattern repetitions for optimal language learning.

It soon became evident that even the very best of American early childhood literature as well as the best of the newer, controlled vocabulary stories had to be simplified and patterned further; illustrations had to be greatly enlarged; and even fine pictures had to be devoid of all detail which would in any way confuse the specific lingual communication, yet had to convey the meaning of the story. To be a literary curriculum of merit, this method of intentional simplifications had to be developed without sacrifice of the essence of meanings and original intentions of the author and the artist-illustrator.

The literary selections were programmed to follow a definite developmental sequence both linguistically and psychologically. As language unfolded and expanded, so did the ideas expand with it. Frequently, a longer story, more difficult in ideational and language concepts, followed a shorter simpler one, in a kind of intentional ebb and flow of intellectual challenge and concentration followed by intellectual rest and recapitulation.

Since in the language of early childhood, rhythms, hums, and chants are universally interspersed with children's speech, children's music in forms of simple rhythmic melodies, songs, and chants were incorporated into the literary curriculum as natural carriers of language communication. Songs were chosen to relate closely to the literary selections, in both language and feeling, and to support learnings through simple repetitive rhythms that imprinted themselves easily on the memory. Similar elements were looked for in the songs as in the stories; and the intentional method of simplification without qualitative sacrifices to either music or lyrics was also applied as to the stories and illustrations. Repeated observations of such musical experiences pointed up a common world of natural rhythm and rhyme shared and enjoyed by all the children, regardless of socio-economic, ethnic, lingual or cultural backgrounds. In the presence of motivating content and in keeping with early childhood awareness, the subtle lines of separation and segregation within the classroom faded into the background in the shared world of story-songs, dialogue-songs, dance-songs, action-songs, play-songs, and in all musical experiences ranging all the way from spoken rhythmic rhyme to high quality children's folk songs. Often, a song was especially created to highlight language patterns or vocabulary of the story and in this way came to reinforce them further. What Little Bear said to Mother Bear in English, he could sing to her in Spanish, and vice versa. For the non-lingual child and the second language learner, music and songs, rhythm and rhyme, provided avenues of expression and opportunities for language reinforcement perhaps otherwise unavailable.

Last but not least, play being the natural and most universal element basic to childhood learning, the frequent absence of it in Primary grades comes as a surprise to most children. Repeated observations supported the oft noted unifying force of imaginative, purposeful, creative play and its immediate effect on lingual freedom and fluency. Intellectual play, social interaction play, make-believe "realistic" play, dramatic play - games of conceptualization, association, perception, readiness - all these became avenues for motivated learning, regardless of socio-economic or ethnic backgrounds, and made possible the kind of natural, active, de facto social and lingual interaction across background and language barriers, perhaps not available through other avenues. In this manner, play and games were especially selected to support the literary and musical themes, and often especially created to highlight and reinforce new language learnings or other emerging readiness. Thus, for example, the Giant (5 x 8 inches) Matching Domino Game brought back the many animal "friends" encountered in the literature, and in the Toy Shop Game the same animal toys, previously brought across the mountain by the famous Little Engine of story and song, could be bought and sold. (Page 21).

The most exciting and provocative part of the program, however, appeared to be the original presentation of stories to which all the children listened in almost breathless rapt attention.

> To the English-speaking children an all-Spanish story presentation, for example, seemed to be an all engrossing intellectual challenge, a stimulating creative mental activity, an exciting provocative puzzle to be solved. The Spanish-speaking children, in turn, listened eagerly, at first with astonishment and surprise, then with obvious pleasure and relaxation, savoring the rare experience of story-telling in their native language. The Negro children, in turn, responded most strongly to available participation and to the dramatizations that followed, eager apparently for the opportunities to step into and identify with a variety of roles.

Play - the natural and universal element to childhood learning

These underlying positive feelings in the classroom formed the basis for motivation to communicate among all the children.

Perhaps the most noticeable observation, born out repeatedly, was how quickly a child's group consciousness faded against the reality of his imagination. In the "real" world of fantasy, all children could enter and share, and the subtle lines of separation and segregation tended to vanish in the presence of the shared world of universal childhood imagination.

Another repeated observation confirmed that within the circle of extended vicarious experiences, personal every day experiences became once more newly valid and meaningful. Even "breakfast" and "dinner" could become a plausible subject when first shared with bears who looked for honey for breakfast or ate fish for supper. What's more, one could look, eat and spend time with bears in any language. It was even possible to share taste - the taste of raw carrots, for example, (a new experience in some cultures) if these were first planted and tended by a story child whose timeless faith all children implicitly shared.

Similarly, all children could identify with the experiences of the little puppy who could not see but could hear, when - together with him - they actually heard the taped meowing of a cat, the singing of a bird, the ticking of a clock, and the barking of another little dog at the same time the teacher told the story.

In keeping with this experience, the subsequent correlated problem-question, posed musically, and expressed bilingually, "Can you hear what you don't see?", became a highly motivated one, as did the rhymed proposed solution, "Listen to what this sound could be." It was then but one step further into the make-believe projection of experimenting with neither seeing nor hearing, yet perceiving the world kinesthetically, as "Can you feel what you don't hear?", leading to the proposed solution, "Touch and feel what it could be." (Page 23). Since being blindfolded appears to be a universal game, of ancient origin, the instant motivation of children of all backgrounds to identify and actually share the world of the blindfolded puppy became the a priori condition for all learning. For by then the puppy had become a "real" friend, through identification in story, sound, picture, and through handpuppet, feltboard, cuddly object and animated toy, by literally stepping out from the pages of the book - in a kind of turnabout - from the world of fantasy back into reality, i.e. into the classroom. It was then only one more step to program further strategies for stimulating other auditory, visual and kinesthetic awareness, acuity, discrimination, and recognition, through sensory encounters with musical instruments, surfaces, shapes, sizes and volume.

"Can you hear
what you don't see?"

"Can you hear
what you don't see?
Can you feel
what you don't hear?"

The systematic application of basic principles of early childhood development to the overall curriculum and pedagogy of the *Bilingual Readiness Project* , thus lead to the development of a methodology and technique perhaps best described as the *multisensory approach*. This approach emanated from the underlying principle of multisensory perception as the central and unifying factor to all childhood learning. Throughout the program, focus on all the senses was directed at giving meaning to language and culture, and to implement this approach, multisensory tools were used extensively. These involved not only auditory and visual perceptions but also the other perceptual faculties of touch and even taste and smell, thus providing for a multiplicity of experiences on a variety of levels and across subject matter lines. As a result, the emerging developmental stages of early childhood were brought into active interplay with specific learning situations, as they presented themselves in the development of bilingual readiness and its concomitant lingual readiness. (Page 27-28)

For the non-lingual child and for those learning a second language, identification through multisensory approaches provided special opportunities for total comprehension and offered alternate avenues of learning perhaps otherwise unavailable. As a result, all children, therefore, came to experience the vitality of language as a means of communication and as an extension of the senses, for relaying ideas, feelings, thoughts, concepts, and facts.

In addition, the multisensory approach also helped to throw light on readiness in general, the interrelatedness of readiness facets, and their relationship to the bilingual factor, in what may perhaps best be termed *multiple readiness*. Along with bilingual language readiness, the children were exposed to and exhibited readiness for experiences in literature, including dramatics, poetry, and oral composition; music, both pre-instrumental and vocal; the full range of the sciences; mathematics; art, art appreciation and color; interpretative, creative and folk dance; and, particularly, pre-reading, i.e. reading readiness leading to beginning reading.

Experience pointed out that the programmed two-week units arising out of each original literary selection, could be planned in breadth and depth to lead to any and all areas of subject matter readiness, yet be developed naturally, from a motivated and motivating, child-oriented point of view. In fact, when the multisensory approach remains central, when the child's earnest need for creative play is respected, when the awareness of emerging stages is consciously tied to de facto learning situations, then a properly developed bilingual curriculum can lay foundations for any subject matter - in addition to language, both native and foreign - as it presents itself through readiness in Pre-Kindergarten, Kindergarten and beginning instruction in Grade 1, and as it then reappears throughout the grades.

In a bilingual curriculum of this type, visuals naturally had to play a central and unifying role. The faithful enlargements of picture book illustrations (14 x 18 inch Giant Books) served as center points of departure and return for every bilingual story theme.

> The children stepped between the covers of the Giant Book to Pat the Bunny with Paul and Judy, to create footprints in the snow with Peter on a Snowy Day, to look for a horse with Indian Two-Feet, to Feed The Animals with Zookeeper Bill, to scale the Climbing Tree with Bobby and Betsy, to help The Little Engine That Could pull the toy train across the mountain, to feel the wind as Down Come The Leaves, to plant and water The Carrot Seed, to discover the bear upstairs when Nobody Listens To Andrew, to ride to the West with the Two Little Trains, to Ask Mr. Bear for the whispered secret gift, to hear the world with Muffin in The Noisy Book, to put on hat, coat, and snow pants with Little Bear, to ask what is inside the egg with Bunny in The Golden Egg Book, to sleep under the stars with Cowboy Small, and to perceive the world from space as The Dot.

There was continued interaction between the children and the visuals, and vice versa, and in contrast to the common practice of using an audio-visual device such as a chart or a film for "one-way-only" communication (from the teacher or the tool to the pupils, with the children being the passive recipients of information), the Bilingual Readiness Project used all tools as active and interacting components. (Page 27-28).

Thus, the Giant Book illustrations became the focal point for conveying all comprehension of unknown concepts and new speech patterns. Once basic comprehension had been established, the simple artistic illustrations became the stimuli to which the children responded in anticipated language patterns. This was possible because the visuals had taken on a life of their own, thus cutting across language and other barriers in a shared world of make-believe, fantasy, and childhood imagination.

In this manner, children's literature, supported by and expanded through children's pictures, children's music, and children's play, became the vehicle for a motivated oral language curriculum, thus also laying foundations for subsequent motivated acquisition of written language of literary consequence.

Giant tactile illustrations permit interaction between child and book.

Taste affords comprehension of new cultural activities.

Smell is an alternate avenue of learning and supports the multisensory approach.

Since the Bilingual Readiness Project was programmed sequentially and entirely around high-quality children's literature, the children were exposed all throughout, and simultaneously with their language related activities, to a complete and pre-planned curriculum in children's literature for the early childhood years. Readiness for literature in general, and especially for high quality literature, was thus given full recognition and anchorage at the very same time that readiness for communication, both bilingual and lingual was being fostered. In this way, children in their earliest school years were given a literary foundation - stemming from the oral tradition, and offered in a bilingual "milieu" - to serve them as a link to future literature studies, whether these be in English Literature, Foreign Language Literature, or both.

Whether the aim and purpose of such a curriculum and approach is then variously for the enrichment and stimulation of intellectually or creatively gifted children, or as a bridge for culturally deprived or disadvantaged children, or for English-speaking pupils learning a foreign language, or for the divergent speaker learning English; or for a combination of some or of all of these (as in the Bilingual Readiness Project), is not really of singular or prime importance. In addition, a dual, or multi-purpose curriculum, coupled with a multisensory approach to learning, can be carried out not only bilingually but, of course, also monolingually, i.e. in English only, or in any foreign language as well.

At this point, perhaps the question that remains to be considered is:

> What is the line of connection between early childhood development, early childhood literature, and early childhood language learning?

Since repetition is close to the root of the human life experience, it is not surprising to find young children, who are instinctively close to life forces, use repetition also as their own instinctive technique for learning in early childhood; literature, particularly early childhood literature (which includes folk tales), also employs repetition as a literary device highly appealing to children; and finally, repetition reappears once again in language as the essential element of skill acquisition. (Page 44).

It is therefore valuable to examine language learning in its relationship to early childhood and to early childhood literature - a relationship upon which the curriculum, approach, method, and techniques of the Bilingual Readiness Project were built.

LANGUAGE AND EARLY CHILDHOOD LITERATURE

In the Bilingual Readiness Project, the functional use of bilingual communication was accomplished through a series of sequential steps leading from

(1) Receptive Responses (listening and listening/comprehension) to

(2) Active Responses (bodily and/or lingual participation).

At first, the children were exposed to audio stimuli - i.e. the live presentation - supported by visual stimuli. Listening and listening/comprehension were the primary goals at that point. Once basic comprehension had been established, the children responded actively either in a non-verbal manner through object or bodily movements, or in a verbal manner through audio-lingual utterances. The active responses were, at first, imitative (repetition, mimicry) and eventually creative (replies, dramatizations, etc.), usually from choral responses to individual ones. To rephrase it in outline form, the sequence of bilingual communication may be shown as follows:

(I) Receptive Responses

- (A) Aural and Visual
- (B) Comprehension

(II) Active Responses

- (A) Non-verbal Responses
  - (1) Imitative Responses
    - (a) Object Manipulation
    - (b) Bodily Movements
  - (2) Creative Responses
    - (a) Object Manipulation
    - (b) Bodily Movements
- (B) Verbal Responses
  - (1) Imitative Responses
  - (2) Creative Responses

When applied to the literary two week units, the progression of bilingual communication from the unknown to the known (i.e. from hearing to listening to understanding, to acting, to speaking) usually followed a series of sequentially planned steps: (1) story telling, (2) story enactment, and (3) story expansions.

Within these three steps, bilingual communication of the literary curriculum was accomplished by a series of variations on the themes, presented in various combinations, such as:

(1) Story telling and retelling -
    with book illustrations;
    with recordings;
    with music and songs;
    with comprehension checks;
    with object manipulations;
    with puppets;
    with feltboard manipulations;
    with choral responses;
    with child-book interactions;
    with child-song interactions, etc.

(2) Story enactment and re-enactment -
    through pantomime;
    through puppets;
    through role playing;
    through musical adaptations;
    through dialogue;
    through first person transpositions;
    through dramatizations, etc.

(3) Story expansions and theme transfers -
    through songs;
    through dance;
    through play;
    through games;
    through poems and chants;
    through recordings, etc.

Since all language learning requires repetitive oral practice, one or two-day reviews of the two week units were interspersed throughout, with specific story themes often brought back on request of the children.

All these language considerations governing bilingual communication of a literary curriculum, were fitted into the Program through a Daily Lesson Plan (App. B-1) which provided the Bilingual Teacher Specialist with the overall structure and suggested techniques for each day's lesson. In keeping with the rationale of new learning arising out of and following from known elements, each lesson presented first some familiar, then new material, and concluded with familiarity once again. The Daily Lesson Plan thus consisted of three horizontally presented lesson parts:

(1) Warmup Activity - using previously introduced material and a quick language pattern review.

(2) Center-of-Interest Activity - using a new story theme or a new variation of the theme, including a new level or new step in language and literary development.

(3) Closing Activity - using summary and familiar material.

In addition, the Daily Lesson Plan contained three main information columns, presented vertically, pertaining to:

(1) Audio-Visual Materials such as the Giant Book, musical instruments, toy objects, puppets, tape recorder, etc.

(2) Language Patterns - in Spanish and English - - as specific terminal goals of the day's lesson.

(3) Teaching Suggestions as to method, techniques, or approach.

Throughout all these activities, either target language had come to be used in several specific and repetitive ways which the children had learned to expect and look for. All programs were so designed that the language emphasis could be interchanged to best meet the classroom needs of both language groups. Spanish, for instance, might have been used as an introduction and conclusion for the story, as an occasional "audience aside" during the story telling, and as a comprehension check by way of questions following the story; English, in turn, would have been the lingual vehicle for the actual telling of the story; or vice versa. This built-in flexibility made it possible to adjust to growth in language development; and because of this flexibility, the curriculum would also be able to serve the needs of classrooms with predominantly native divergent or disadvantaged speakers of English, in the form of an all English program of language and literature for the Early Childhood and/or Primary years.

Daily, the children engaged in some repetitive practice dialogues, in order to anchor specific language patterns and make conscious the pleasures of newly acquired accomplishments. Whereas motivation in conventional linguistic pattern practice is often missing, commands to "open the door" for Little Bear or "put on the hat" for him, or to "walk like Indian Two Feet or like Peter on a Snowy Day , or to "jump", "run", "fly" like a rabbit, horse, bird, evoked past story situations and made all commands and respective responses meaningful. This also meant that in spite of the program's basic dependence on oral communication, one could still reasonably expect a specific stimulus to elicit a specific response or a certain limited range of responses, even during the unexpected give-and-take of a dialogue situation. Here, as in all teacher-pupil exchanges of the Readiness Project, the bilingual teacher stimulated or cued each child in either target language without exerting any pressure. The children were encouraged to participate actively according to their abilities. Repeated observations confirmed that this was particularly important for the Spanish-speaking child whose bilingual abilities ranged all the way from zero to near-fluency, and for the withdrawn and non-lingual child of any background who needed a choice of acceptable non-verbal responses; and perhaps for all the English speaking children learning a foreign language, and/or many Negro children perfecting their own language: as their minds and bodies naturally raced ahead of their speech, "actions spoke louder than words," i.e. an action-response often preceeded and/or accompanied the verbal one, in a natural sequence from listening-comprehension to action and, finally, to verbalization. Thus a child's participation sometimes took the form of a bodily response, sometimes interaction with objects, sometimes mimicry and imitation in the target language, sometimes a choral response, sometimes a musical response, and sometimes a creative response in the native or target language, or a combination of any of these. In such a manner, all children came to feel that any language could communicate ideas, thoughts, information, and feelings, in any number of ways.

> Many of the principles underlying early childhood education were found to be strikingly similar to modern methods of language teaching: young children thrive on repetition, imitation, and mimicry, and they learn in short frames; language, be it English or foreign, is also best learned in this way.

Because repetition and recall are essential elements for successful acquisition of language skills and, when properly motivating, are also vital characteristics of a successful early childhood program, the Bilingual Readiness Project's curriculum was so designed that the bilingual language patterns as well as the literary story characters, i.e. the children's story "friends", reappeared again and again, both horizontally within the daily lesson and the two week unit, and also vertically across the units throughout the entire year's program. In this manner, the linguistic repetition and recall necessary for language reinforcement, became de facto meaningful communication (in addition to remaining a literary experience also), rather than artifically created learning material structured for limited purposes and supported by insufficient motivation. (Page 35).

Thus, for example, a language item like "touch _____!" or "walk to _____" reappeared daily, many times, within one specific literary unit, in a variety of forms, and was used and manipulated by the children in both Spanish and English, easily a hundred times throughout the two weeks developmental sequence; in addition, the same item reappeared, for example, in two subsequent literary story units, again used bilingually and with the same high frequency. Since each story was regularly expanded by two or three songs, each of these central language items reappeared several times in each of the supportive songs. (Page 36). By its very nature, a song once introduced, became a self-sustaining independent tool for repetitive yet motivated language practice because of its powerful impact through rhythm and melody, making for ease of memorization and recall.

Similarly, and supporting the repetitively reappearing language patterns, the literary animal characters also reappeared sequentially and repetitively in both story and song. The "bear", for example, in addition to his daily presence within the two week story unit, reappeared actually in six of the thirteen story units, and in five songs; the "rabbit", for example, reappeared in four of the thirteen story units, and in six songs and games, while, for example, the "bird" reappeared in four of the units and in two of the songs and games. (Page 36).

It is particularly interesting to note that the Bilingual Readiness Program, while literary oriented, also introduced all of the conventional groups of items usually covered in beginning language instruction such as greetings, parts of the body, articles of clothing, colors, foods, family members, numbers, animals, etc. (Page 37) Aural comprehension and lingual production was constantly yet naturally practiced as Paul and Judy and Muffin, to refer to just two stories, introduced the children in natural language patterns to eyes, ears, face, hair, skin, and the accompanying songs reinforced and expanded these and related items and patterns further to other parts of the body - head, foot, hand, nose, etc.

Similarly, language patterns pertaining to articles of clothing that appeared in Little Bear - hat, coat, snow pants -

Sequential Reappearance of Some of the Animal Characters In 13 Story Themes

Animal Character	Story Theme Number												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Rabbit	x				x	x				x			
Dog		x			x								
Bird		x			x	x						x	
Cat		x			x	x							
Horse				x	x	x							
Bear							x	x		x	x	x	x
Elephant								x		x		x	
Duck										x			x

Sequential Reappearance of Some of the Animal Story Characters In Story and Song/Game Themes

Animal Story Characters	Number of Reappearances in 13 Story Themes	 in Song/ Game Themes	 Total
Rabbit	4	5	9
Dog	2	3	5
Bird	4	2	6
Cat	3	2	5
Horse	3	3	6
Bear	6	4	10
Elephant	3	1	4
Duck	2	1	3

Samples of Language Item Groupings in Story Theme Units

Sample Language Item	Story Theme Units												
Group	1	2	3	4	5	6	7	8	9	10	11	12	13
Food									x	x	x	x	x
Clothing						x	x						
Animals	x	x		x	x	x	x	x		x	x	x	x
Parts of Body	x	x		x			x					x	x
Colors			x		x	x	x	x		x	x		
Numbers			x	x	x			x		x		x	x
Family Members	x			x	x	x	x		x		x		x

were reinforced and further expanded through the actual dressing and undressing of a toy bear, and through the children's own additional clothing - gloves, shoes, etc.

Introduction of food items such as carrots, apples, honey, fish, bread, meat, water, milk, cheese, eggs, throughout various stories, was again reinforced and expanded when the children could Feed The Animals in the Zoo story, then with toy foods and toy animals, and finally in actuality through a class trip to the Zoo.

Colors were first introduced in the Fall through the story theme of falling leaves, changing from green to red, yellow, and brown; at Halloween, black and orange, naturally, were brought in, and Christmas and Winter, supported by three story themes, reviewed all these colors, adding the missing blue along with winter white. Later on, Easter time and a related story theme set the scene for additional audio-lingual practice of old and new color language patterns, supported by actual color mixing activities - that is, pink out of white and red, purple out of red and blue, while painting Easter eggs.

Often it was possible to combine two or more groupings, such as clothing and color, food and color (such as Easter eggs), and even parts of the body and color - such as in the related Easter song "Pink ears are listening; Pink eyes watch out; Who is that peeking? Is there any doubt?", referring of course to the Easter Rabbit with his basket of colored eggs.

Motor activities such as to run, jump, ride, climb (up and/or down), put on, take off, stop, go, go on, walk, paint, sing, dance, play (the drum, for example), touch - these activities in their many different forms were woven throughout the programmed story theme units, thus providing repeated opportunities for simultaneous acquisition of language and concept formation.

In this manner, children's literature - in addition to its own inherent values - rather than an artificially formulated teaching structure, proved capable of teaching the skills of language, native as well as second.

> The mastery of skills was thus fused to meaningful language usage, while the young child's universal love of motivated repetition was utilized as a natural teaching device. This also meant that language learning was inseparably linked to - not separated from - thought communication, and that both the language and thought patterns were of a high order of quality and excellence, and that they remained at all times in the service of vital communication of content of significance.

Most important, however, from the point of overall developmental and educational goals was the fact that language and literature was thus introduced simultaneously, and at an age when readiness for both were highly operative. The feasibility of developing a curriculum which could meet not only the skill goals of language instruction but at the same time also the goals of a second curriculum area - in this case, early childhood literature was hereby established.

What emerged from the Bilingual Readiness Project then was not only a successful experiment to develop bilingual readiness for one's own as well as a second language and culture, but a literary curriculum - coupled with a specific methodology and technique - that gives language learning its natural place, not as an end in itself, but as a powerful vehicle of communication within the spiral and cumulative framework of school instruction.

(C) TECHNOLOGICAL DESIGN

At the time of pre-Project planning the use of electronic instrumentation in pre-school and early grades was practically non-existant. However, the authors felt that their past experiences with technological approaches to education at upper grade levels indicated that certain aspects, if properly age-adapted, might make contributions of their own to the learning situations of very young children, and to the teaching opportunities at those levels.

Ever since the advent of the language laboratory as a valuable instructional tool some twenty years ago, it had been assumed that the systematic use of electronic instrumentation was limited to the older student. Until only very recently, it was believed that for a variety of reasons, neither the teacher nor the pupils in early grades could really benefit from microphones, earphones, tapes, etc. However, observations of the use of electronic tools in the Bilingual Readiness Project, especially during the second year of classroom activities, dispelled any such assumptions.

In keeping with available technology, electronic tools suitable to the children's age, were used as sensory extensions. A system of electronic "Satellites" (a term originated by the children), designed to center and follow the Bilingual Program in several Kindergartens, incorporated tape recorders, headphones, and cartridge tapes with recorded versions of the bilingual literary stories and the supporting songs. Since these cartridge tapes were made available to the Kindergarten teachers shortly following the live presentations of the two weeks theme unit, they brought back to the children - as they grouped around a table or lay on a mat - language experiences in a specific content which otherwise could not have been recalled in the classroom at will. This made possible individual recollection (and reinforcement) according to spontaneous individual desire and need, without the imposed conformity or time delay of a teacher-directed review. (Page 41).

While pre-recorded stories, sound effects, songs and rhythms were often used by the Bilingual Specialist as planned supports of her program activities, the most significant use of such electronic instrumentation was made by the classroom teachers themselves - outside the regularly scheduled 15-minute bilingual class activity. As the curriculum developed throughout the year, classroom teachers were supplied with taped versions of newly presented stories and newly learned correlated songs and games. Thus, most of the stories and songs were made available to the children on tape cartridges for additional voluntary recall via

Education technology extends attention span.

headphones, and they were eagerly and daily used by the children, most often as the first spontaneous activity upon arrival in school in the morning.

Children of all backgrounds joined around the "Satellite" to re-live the various experiences of the Bilingual Program in the privacy of the electronic communication system. It was noted that the interest and enthusiasm continued equally among all the groups, and equally among boys and girls; significantly, the novelty effect did not wear off. Significantly, also, groups of children remained in the privacy of their electronic headphones for extended periods of time in a manner of relaxed participation.

> It was interesting to watch children suddenly get up and dismiss block play, train tracks or trucks, where they had been participating in noisy group play, and seek out the private attention offered through headphones, and watch them participate in alert yet quiet repose.

Also in the experimental vein, a system of two-channel tapes could expose the two language groups exclusively, yet simultaneously, to their respective target languages. Since both tape channels could be synchronized, the children, through headphones, could participate together in the same program at the same time - the native Spanish speakers in the all-English program and the native English speakers simultaneously in the all-Spanish program.

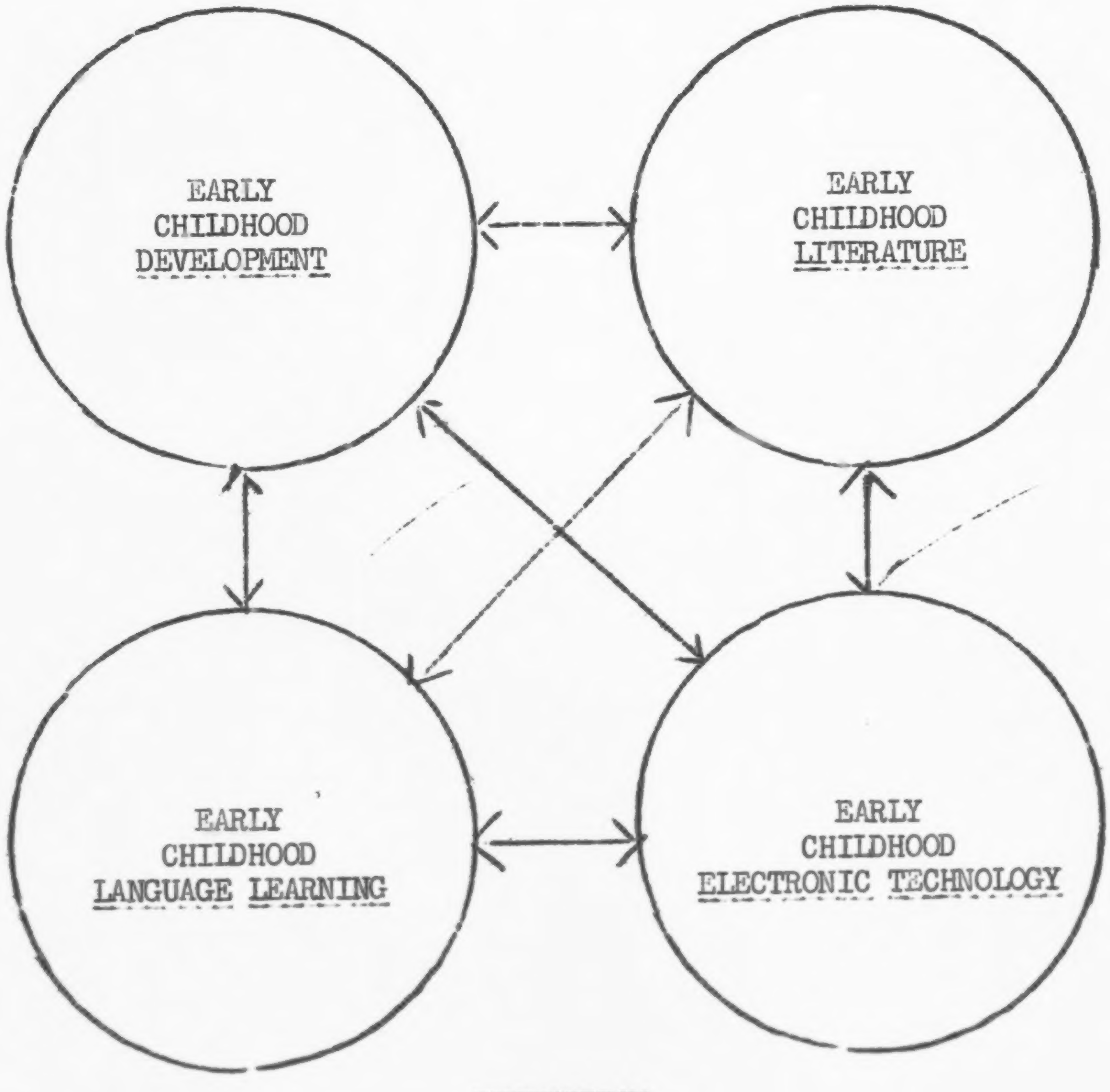
While it is not new to record children's voices, the preclusion of errors when recording children, is seldom thought of as a motivational and psychologically constructive strategy. In the Bilingual Readiness Project the children, regardless of background, welcomed opportunities for recording favorite songs and stories through special techniques, making possible the kind of good recordings that enhanced the children's image to themselves, to their classmates, and to their teachers.

All technological instrumentation was arranged in a manner that the children themselves could handle most of the technical functions. Observations of today's five and six-year-olds showed them already familiar with such technical communication tools as microphones, headphones, walkie-talkies, and tape recorders; and those children who had not handled such tools previously, demonstrated in the Project a high degree of psychological and technical readiness to do so. These observations noted the prevailance of technical readiness as existing alongside other forms in much the same manner as bilingual readiness exists alongside reading readiness, numbers readiness, etc.

Directly connected with the systematic and appropriate use of electronic tools in Early Primary Grades, past assumptions regarding the limited attention span of young children also had to be revised. Repeated observations showed that a well-programmed electronic presentation of superior quality and of unquestionable motivation, significantly increased the children's attention span well beyond age expectations. Apparently the kind and quality of children's attention depends largely on situational factors; therefore, when the normal and customary classroom disturbances, distractions and interruptions were eliminated through electronic technology, the children's natural curiosity focused exclusively on the specifically selected learning items, and the attention span increased.

Another observed result of properly applied technological instrumentation was the children's repeatedly exhibited readiness and need for individual learning and for self-study. When a child was given the opportunity to re-live, at his own volition, and at his own time, and in the privacy of the electronic communication system, some of the group experiences of the classroom, he immersed himself imaginatively once again into the "reality" of the learning experiences of the program. Because repetition and mimicry - fundamental requirements for all skill learning at any age level - are also the natural and welcome learning avenues in early childhood, it appeared from observations that a well-programmed electronic presentation of superior quality could be a powerful motivation for individual self-study and reinforcement for the young child. (Page 44).

Another interesting phenomenon, and confirmed repeatedly, was the fact that in-grouping ceased completely around the electronic "Satellite". While children, in play or art work, often chose close friends to share a work table and so tended to stay group-bound, the individual and private aspects of the headphones apparently needed no other companionship but the recorded "living" voice. Thus, the children's spontaneous reach for headphones naturally led to entirely mixed groupings of children from all backgrounds.


EARLY CHILDHOOD DEVELOPMENT
EARLY CHILDHOOD LITERATURE
EARLY CHILDHOOD LANGUAGE LEARNING
EARLY CHILDHOOD ELECTRONIC TECHNOLOGY

REPETITION -

A CONNECTING LEARNING LINK

(5) INTENSITY/EFFICIENCY OF PROGRAM DESIGN

Thirteen final experimental selections from early childhood literature formed the focal points as well as the points of departure for an equal number of experimental curriculum units. Each curriculum unit consisted of about ten daily lessons, i.e. about ten days or two school weeks of classroom work.

One year's curriculum in the Bilingual Readiness Program included:

(a) Approx. 130 lessons focused around 13 selections of childhood literature.
(b) Approx. 15 lessons of bilingual activities planned for special occasions such as holidays, birthdays, etc.
(c) About 20 review lessons of previously presented bilingual lesson material.

Expressed in terms of actual hours, a year's curriculum represented a total of only about 40 to 45 clock hours. This unusually high efficiency of the program can perhaps best be noted by the fact that a two weeks theme unit represented only about two and a half hours of classroom work - in other words, half a school day or a single Kindergarten morning - yet it covered not only the original presentation of the bilingual story and its many variations of retelling and dramatizations, but also the presentation, practice and acquisition of two or three theme-supporting bilingual songs, theme-related action games and play, and also the daily periods of pattern practice plus a review of previously presented materials.

While the Project's allotment of about fifteen minutes per day frequently appeared too short, it would not have been possible to cover the vast amount of spirally sequenced and developmentally staggered material in any other form of scheduling but through a daily (even if limited) allotment of the total two and a half hours available for a two week unit.

In other words, the briefness of the daily period was compensated for by the inherent efficiency factor and by heightened intensity and motivation which made possible a high degree of concentration and optimal utilization of available time both by the bilingual teacher and the children.

(E) TEACHER TRAINING DESIGN

Since innovative training programs to generate creative teaching on multiple levels and across subject matter lines are needed for today's integrated classrooms serving multi-purpose needs, today's teachers need opportunities to observe such programs in actual operation as part of their own teacher preparation programs.

Since the Bilingual Readiness Project In Primary Grades was a Demonstration Project, actually demonstrating an innovative methodology, approach, and technique, it was also conceived - by implication - as a teaching device for teacher training. Because it was carried out by a trained Specialist Teacher, and supervised by the Program Coordinator, it was in fact informally available as a source of demonstrable new devices for the teachers and student teachers connected with the Project, the school staff, and for the frequent visiting teachers, administrators, and supervisors.

As a result, it soon became obvious that the Bilingual Readiness Project was especially suitable for teacher training purposes, particularly because:

(1) It was a planned and generally structured program with overall programming for the entire year, yet retaining developmental freedom throughout.

(2) It was subdivided into manageable two week units, sequentially developed over the year, and sequentially developed within each unit, with a basically reoccurring pattern.

(3) Each lesson was only of 15-20 minutes' duration, and had been planned for maximum children's participation and a high degree of individualization without conventional group separations, yet consciously aware of subgroup class structure.

(4) Each separate lesson was developed with a definite aim in mind, and arose logically out of previous lessons, reviewed old knowledge, introduced new elements, and laid foundations for the next day's lesson.

(5) Innovative technology incorporated new approaches to teaching and learning.

(6) The approach, methodology and techniques focused on psychological factors, utilized readiness factors, and aimed for intellectual creativity in all children in the integrated classroom.

From the point of view of providing teacher training for language teachers on Early Childhood levels, or vice versa, it is worth noting, perhaps, that when the teachers in Kindergarten and Pre-Kindergarten had opportunities to observe the Program, they repeatedly expressed regret that their college teacher training in early childhood education had not required of them the study of a foreign language as a second major and its accompanying course in methods of teaching language, both foreign and English; student teachers expressed the same thoughts, and visiting college supervisors saw team supervision from both the language and early childhood departments as a logical possibility for a combined practice teaching experience on these levels. Visiting principals saw the program as an in-service teacher training device, and visiting school and public librarians saw training opportunities in special techniques of story telling and selection for libraries serving bilingual, integrated, or disadvantaged groups.

(F) DISSEMINATION DESIGN

PARENTS' AND PARENT GROUPS' AWARENESS

The effects of peer interaction during the 15-minute daily bilingual classroom activities would probably have been far less significant had it not been for the extremely enthusiastic and overwhelming support given to the aims, purposes, and conduct of this Project by all parent groups irrespective of racial, ethnic or socio-economic backgrounds. This positive reaction appeared significant at a time when the New York City school system, like so many others, found itself in the midst of pressures from various groups.

At first it was thought that parents had made contact with the Bilingual Program as they visited the classrooms of their children during teacher conferences; as it developed, however, most of the parents had been informed of the Bilingual Program already prior to their school visit, by the children themselves.

Parent interviews were conducted for the first time during 1964/65, informally, as part of the parent-teacher conferences. While the comments received were almost entirely and consistently positive (a fact later further verified and amplified through personal contacts), it was felt that the actual number of parents thus interviewed was too small and did not include a varied enough sampling of multi-ethnic backgrounds.

For this reason, a second series of parent interviews was conducted in the spring of 1966 through direct telephone contacts by Project Staff members who sought answers to a series of specific and identical questions. Thirty out of a potential total of one hundred fifty parents were reached:

(1) 90% reported that their child had talked about the program at home;

(2) 87% further stated that their child used the new language (Spanish or English, as the case may be) at home;

(3) 70% felt that their child did, outside of class, play with a child of another ethnic or racial background, and that he or she felt more at ease in such situations due to his or her experiences in the Bilingual Program;

(4) 90% indicated that their child felt extremely positive about the Program;

(5) 97% expressed strong positive feelings about the ideas of the Bilingual Program. (Pages 53-55).

Because of the daily presence in the classroom of a Staff Observer and/or the Program Co-ordinator-Supervisor, in addition to the Bilingual Teacher, it was possible to maintain close and continuing contact with a great number of parents throughout the Project's two year's experiment. This type of informal on-going contact proved invaluable in illuminating the out-of-school impact of the Bilingual Readiness Project in terms of life attitudes and life experiences both on the children and their parents. The parents reported, for example:

(1) that a Spanish child was invited by an English speaking child to a birthday party;

(2) that bilingual songs were sung spontaneously at an English birthday party;

(3) that a Chinese child was invited to a Spanish party;

(4) that Spanish speaking children sang and danced the new songs at home and that they taught bilingual song and games to their younger brothers or sisters, even babies.

(5) that English speaking children corrected their parents' Spanish pronunciation;

(6) that some of the English speaking fathers acquired Spanish-English dictionaries in an attempt to learn with their children;

(7) that English speaking children noticed with interest other languages being spoken on the street, in restaurants, in stores, etc., and that they tried to understand what was said;

(8) that the children came home happily excited when a new non-English speaking child joined the class - a Swedish child, a French child, a Spanish child, and that the children showed a great deal of solicitude toward the non-English speaking child;

(9) that the children, while shopping, often identified on their own initiative various foods and articles of clothing bilingually, and playfully answered commands in the second language;

(10) that some of the second generation Spanish children now could converse with older family members in Spanish - a fact which many of their older brothers or sisters had rejected;

(11) that the children from the Bilingual Program established a new relationship with older siblings in upper elementary or junior high school who were beginning to study Spanish as a foreign language;

(12) that children, both English and Spanish, rediscovered some of the books used in the program, in the school library or at home, and that some attempted to "read" them to their younger siblings, imitating the techniques of the bilingual specialist;

(13) that the parents, stimulated by their children, found themselves on new terms with parents of other ethnic groups when meeting in the elevator, in the supermarket, or on the street;

(14) that several of the English-speaking parents decided against transfer of their child to private school, and that prospective Kindergarten parents decided in favor of the Public School Kindergarten - both because of the Project.

Besides these individual contacts, groups of parents in all participating schools had opportunities to see their children participate in special bilingual school programs such as Puerto Rican Day. In addition, Project staff members gave slide-illustrated presentations of the Project's program and activities, supported by tape recordings of the children, before Parents Association and other specially called meetings.

The enthusiastic support shown to both the Project's aims and activities by all groups of parents irrespective of their own backgrounds, was a strong indication that the involvement of the parents had resulted in a new awareness of the place of bilingual programs of superior quality in today's multi-grouped classroom, and that the Project had stimulated a recognition by the parents of the varying needs and contributions of different ethnic , racial, and other cultural groups. (Pages 51-55).

Parent Interviews, April, 1966

(A) Interview Facts.

Telephone interviews were conducted with a total of 30 parents of children participating in the Program. The interviewer (who was bilingual) tried to determine whether Spanish or English was the language of communication in the home. Apparently, 7 of the 30 parents interviewed used Spanish in their home, while the remaining 23 parents indicated that English was being used.

(B) Text of Telephone Interview.

"I am Mrs. (name of interviewer). I work with the Spanish-English Project at your child's school. Your son/daughter (child's name) is in Mrs. (teacher's name) class.

I would like to ask you a few questions:

(1) Do you know about the Spanish-English program?

(2) Does your child sometimes talk about the "Spanish/English lesson"?

(What does he say? Does he mention stories? Which ones? Songs? Games?)

(3) Does your child sometimes use some Spanish (English)? Does he sometimes say something in Spanish (English)?

(4) Does he ever sing a song at home? Which one?

(5) Do you feel your child occasionally speaks or plays with a Spanish (English) child? Do you think he feels more at ease with a Spanish (English) child because he is in the Spanish-English program?

(6) Does your child seem to like the Program?

Parent Interviews - Continued

(7) -(a) Do you like the idea of the Program?
-(b) Would you like to see it continued?
-(c) Why? Why not?

(C) Statistical Results of Interviews

Question	Total Replies Received: 30		
	Yes	No	Indefinite
(1)	30 (100%)	0 (0%)	0 (0%)
(2)	27 (90%)	0 (0%)	3 (10%)
(3)	25 (83%)	1 (3%)	4 (14%)
(4)	12 (40%)	3 (10%)	15 (50%)
(5)	21 (70%)	1 (3%)	8 (27%)
(6)	27 (90%)	1 (3%)	2 (7%)
(7) -(a)	29 (97%)	0 (0%)	1 (3%)
-(b)	29 (97%)	0 (0%)	1 (3%)
-(c)	29 (97%)	0 (0%)	1 (3%)

Parents Interviews - Continued Comments

"Mother thanked for this 'imaginative, wonderful' program. Mother is musician, speaks four languages, says Ted has profited greatly."

"Mother wants this 'great idea' continued. Child uses words, sings songs, talks of stories and games."

"Ann loves program, understands Spanish people on her street, knows more than her brother in Grade 4 who has also Spanish program."

"Mother says Rodney is delighted, teaches his sisters, sings songs; mother would like program to continue."

"Mother thinks it is marvelous and 'superior way of introducing a new language'. Susan speaks of program all the time - has chosen Magda (a Spanish child) as a friend, now. Mother says that all the parents she knows are delighted."

"Mother thinks program is very important. Tommy likes it, uses words and songs. Mother is sad that her 1st grade daughter did not have the same chance."

"Mother thinks it is a marvelous idea and 'most necessary in our world today'. Her other daughter had program last year and loved it, was disappointed not to have had it this year. Erika has become very aware of Spanish language when she hears it in street .....sings Spanish songs, mentions progress of Spanish speaking boy (Felix) who she says is now much better because he is learning English."

"Wants program definitely continued. Jacques competes with his older brother who is learning Spanish (Grade 4). In the beginning Jacques spoke a great deal about the program, but now he is a little upset because he cannot read and write Spanish yet and therefore does not want to speak of it in front of his older brother - but there are Spanish speaking children in the neighborhood and sometimes the father brings Spanish speaking people home, and then Jacques does speak and sing in Spanish."

Parents Interviews - Continued Comments

"He loves it, adores Mrs. Ayerbe. Loves all the songs, performs anything in front of anyone. It is Joshua's favorite part of the day. Mother cannot remember all the songs and stories, but knows that Joshua does."

"Mother has boy in Kindergarten and daughter in first grade, both in the Program. Both children discuss it, sing songs and talk about the stories."

"Mother says she knows from personal experience that 'this is the time to reach children in another language'. Is delighted."

"Peter is not very communicative at home about anything he does at school, but he often speaks about the Spanish program to his sister."

"Mother is working, grandmother takes care of Kaja. Kaja went to a Cuban party and was only English speaking child but said she understood because she now knows some Spanish."

"Mother definitely wants program continued. Mother is an anthropologist, feels positive. Daniel has repeatedly invited Spanish children, has had difficulties with the Spanish parents who are reluctant to have their children come, for many reasons."

"Mother says Roderi loves program, sings songs, teaches his two little sisters."

"Mother says that Spanish is spoken at home at times; that Robert tells of stories, games, sings songs - loves the program. Mrs. Ayerbe is his favorite teacher. Robert has brother in Grade 4 who hates Spanish because 'it is boring'. Mother says it is due to the difference in approach; would like this approach continued throughout the grades."

Parents Interviews - Continued   Comments

"Mother is very happy about program. Daniel is very proud of this program - mother feels it helps him tremendously although family is Spanish and speaks it at home. She says that Daniel pronounces much more clearly and is far more willing to accept his native language because of the program. Older boy, not involved in the program, has quite a different attitude and mother wishes he had Spanish in school, too."

"Mitchell loves it - has friends who help him in Spanish too - sings songs."

"Mother is teacher, thinks program is great. Would like to see it continued and followed all through the grades."

"Mother has twin girls in program; they use Spanish among themselves - songs, games, words."

"Mother knows Spanish, speaks Spanish with Philip who loves program."

"Mother thinks program should be continued. Gina hurries in the morning so as not to miss program."

CLASSROOM TEACHERS' AWARENESS

In order to stimulate among educators an awareness of the factor of bilingual readiness as existing along the other readiness factors and of its value in the total education development, the regular classroom Kindergarten and Grade 1 teachers were scheduled to remain in their respective classrooms throughout the daily bilingual programs, so as to be able to observe the program and the interaction of their "own" children.

Twice during the Project (once during 1964/65, and once during 1965/66) the classroom teachers were furnished a Teacher Observation/Evaluation Form for commenting on the following questions:

(1) What are your reactions to the Bilingual Readiness Project to date?

(2) What do you feel is the most important contribution of the program to your class? Do you feel that this contribution (whatever) has any unique features?

(3) In what way would you like to see the program improved?

These Observation/Evaluation Forms as well as a series of personal interviews indicated an often fresh awareness by the classroom teachers of the possibilities of all the children, but especially those of other than English backgrounds; a new awareness of the effects on the second-language learner when given the opportunity to partake in the curriculum bilingually, rather than exclusively through the handicap of an inadequately known medium; and a new awareness of the sharing aspects of a curriculum planned for all groups of children within the classroom.

(Pages 57-62)

Summary Observations of Classroom Teachers
1965-1966

Contents of Questionnaire:

(1) What are your reactions to the Bilingual Readiness Project to date?

(2) What, in your opinion, is the most important contribution of the program to your class? Do you feel this contribution (whatever) has unique features?

(3) In what way would you like to see the program improved?

Responses to Question (1):

Teacher A
"I found the program stimulating, educating and continuously enjoyable to the children from start to finish. I feel that much of the readiness this class shows, is due in great part to the 15 minutes spent each day in the program. The program encompasses so many areas other than pure language arts that I am sure that the children involved got so much more out of it than can ever be measured."

Teacher B
"Studying from the response of the children, both in terms of enjoyment and in terms of learning, I feel this program is an excellent one. I believe these children have had a very special opportunity which should be given to all in this country."

Teacher C
"This has been a program which the children have enjoyed greatly. The (bilingual) teacher was greeted enthusiastically each day. I feel very strongly that this is the time to start language learning and hope that the program will continue. Many children seemed to have developed a real feeling for Spanish."

Classroom Teachers - Continued

Teacher D
"I found the whole program very interesting and enlightening. The materials used, such as the (giant) picture books which were large, attractive and full of action, easily led to dramatization. The toys used were very stimulating. The tunes to the music were short and catchy and often led to action. The feeling for language was made interesting through informal and repeated experiences."

Teacher E
"The philosophy upon which the program is based, is admirable and realistic. It reflects a great deal of feeling for children. Not only are the children learning a new language, but they are becoming more familiar with children's literature. The children benefited from the program in many ways."

Teacher F
"I feel the Bilingual Readiness Program has been most successful. The children are most enthusiastic about it and have learned a great deal."

Teacher G
"The Program is progressing successfully. Teacher and visual materials are excellent. Children are enthusiastic and eager for each day's period. Children are learning!"

Teacher H
"It has been a very gratifying and worthwhile addition to our program. I think much of the credit must go to (the teacher) whose enthusiasm, charm and perceptive teaching has made the program exciting to the children and to me."

Teacher I
"The children are very much interested in it. They look forward to (the teacher's) arrival and eagerly participate in the program. The Spanish speaking children enjoy recognizing familiar songs."

Teacher J
"It is very attractively packaged, very exciting and stimulating. The children enjoy it and look forward to it every day. On the whole, it is extremely effective. I am delighted to be part of the program."

Classroom Teachers - Continued

Teacher K
"I think that this is a fine program. Our English speaking children have developed a fine Spanish vocabulary."

Responses To Question (2):

Teacher A
"The most important contribution was the happiness and excitement I observed in my non-English speaking children during the bilingual lesson and when they used the tape recorder equipment by themselves. The expressions of knowing, and the thrill of being talked to in their native language was indescribable."

Teacher B
"There is no question that the 'feel' for and learning of Spanish are the most important aspects. In addition, the Spanish speaking children have participated in this area, where they have not in English programs which may be similar."

Teacher C
"The children have learned listening skills. They are able to verbalize what they have heard. They have gained an appreciation of the problem of NE (non-English) children."

Teacher D
"The most important contribution were the audio-visual materials. The children were not only perfecting what they had learned, but it also created a feeling of sociability between the English and Spanish speaking children."

Teacher E
"Spanish speaking children are learning to speak English and English speaking children are learning to speak Spanish."

Teacher F
"The Spanish speaking children feel a greater importance. In the regular Kindergarten activity some were shy and reluctant to speak because of feelings of language inadequacy. Now they have more confidence

and speak up more, both in Spanish and English. The English speaking children now have more respect for them. This is a great step towards social and cultural integration."

Teacher G
"The Program gives the Spanish children a feeling of belonging. English children love the fact that they are learning a new language. The program give the American (English) children respect for another culture."

Teacher H
"It has given the Spanish speaking children more confidence and status in the class, and the English speaking children a feel for the Spanish language. This is unique in the sense that an English speaking teacher could not do it as well without special materials and a knowledge of Spanish."

Teacher I
"It has helped to create a feeling of communication between the English speaking and the Spanish speaking children. Formerly, when Spanish was spoken, the English speaking children felt excluded. This program allows them to share an experience."

Teacher J
"The contributions are threefold. It provides potential for actual language learning, enhances understanding of another culture and language, and gives Spanish speaking children a chance to feel at home, participate, even excell."

Teacher K
"Our Spanish speaking children are learning English more rapidly because of the stories and songs taught in both languages. This program has established a close band between our children."

Responses to Question (3):

Teacher A
"I would like to see it extended, not improved. I feel my afternoon class would have benefited tremendously from the program. I also hope that the children

who have had the benefits of the program for two years, will be considered and that in some way they will have it continued without a break until they enter Junior High School."

Teacher B

"I have no suggestions which could improve the sessions. The use of many kind of illustrative materials, the permitting of the children to use all their senses (hearing, sight, smell and touch) are fine. The fact that they are given opportunities for physical activity is excellent."

Teacher C

"In view of the aims of the program I think it could not be improved. The areas covered, the skills and senses involved seem very appropriate for the Kindergarten."

Teacher D

"I think the program can be improved if the projects coincide with the projects that the class is working on. Many of the projects did coincide."

Teacher E

"I feel that the lesson should be structured to a greater degree. There could be introduction of more new stories rather than repetition of stories the children worked on the previous year."

Teacher F

"I feel the program is too perfect that I can offer no suggestions for improvement."

Teacher G

"More vocabulary could be introduced. Certain sets of disciplinary standards should be set with children at beginning. Teachers (bilingual and classroom) should concurrently decide what they should be."

Teacher H

"I would like to see more opportunity given to the Spanish speaking children to speak their native tongue as they seem to be reluctant to say words in Spanish in a bilingual situation. The English speaking children could be encouraged to appreciate the enriching experience of a second language."

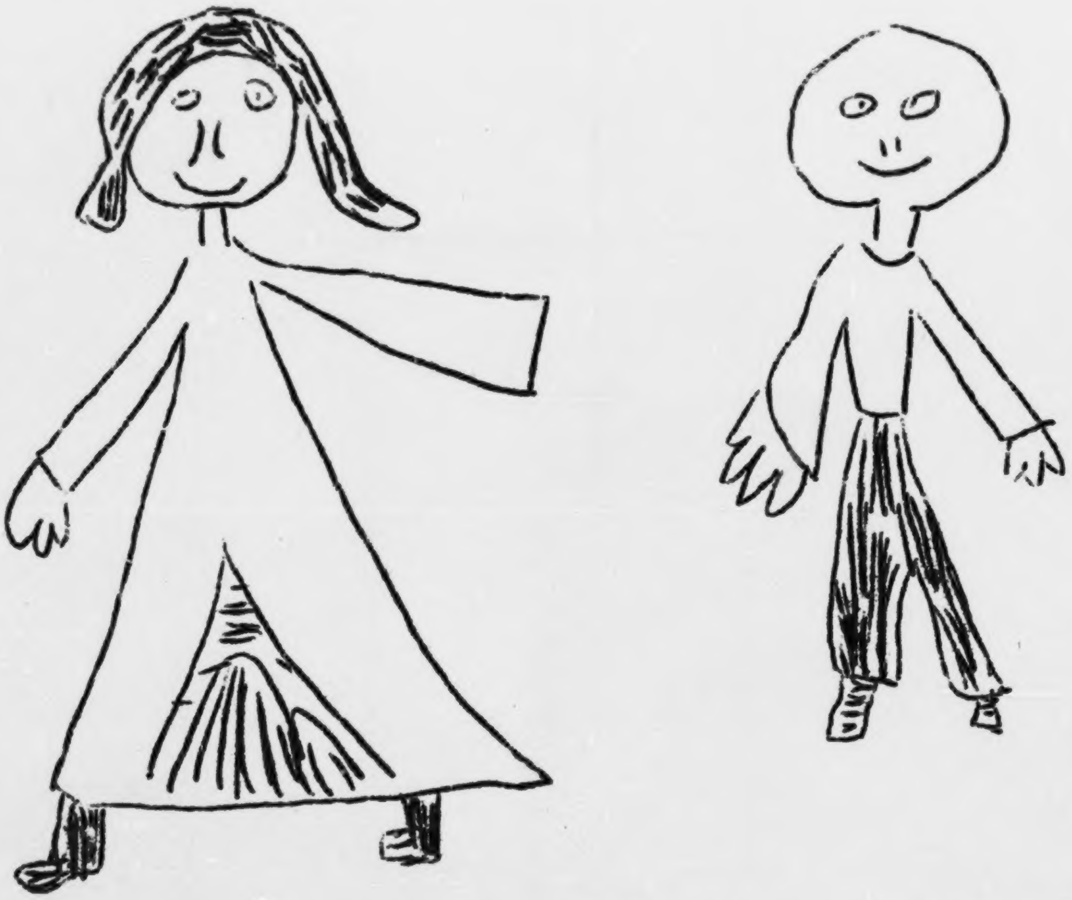
Classroom Teachers - Continued

Teacher J
"If possible, I would like (a) tapes of the stories and songs at the time they are introduced; (b) reproduction of big books and pictures for classroom use; (c) more language pattern and common vocabulary; (d) less actual repetition and more cross reference; (e) return of the puppets."

Teacher K
"I feel the program is complete as it now stands. I do hope that this program can and will be continued."

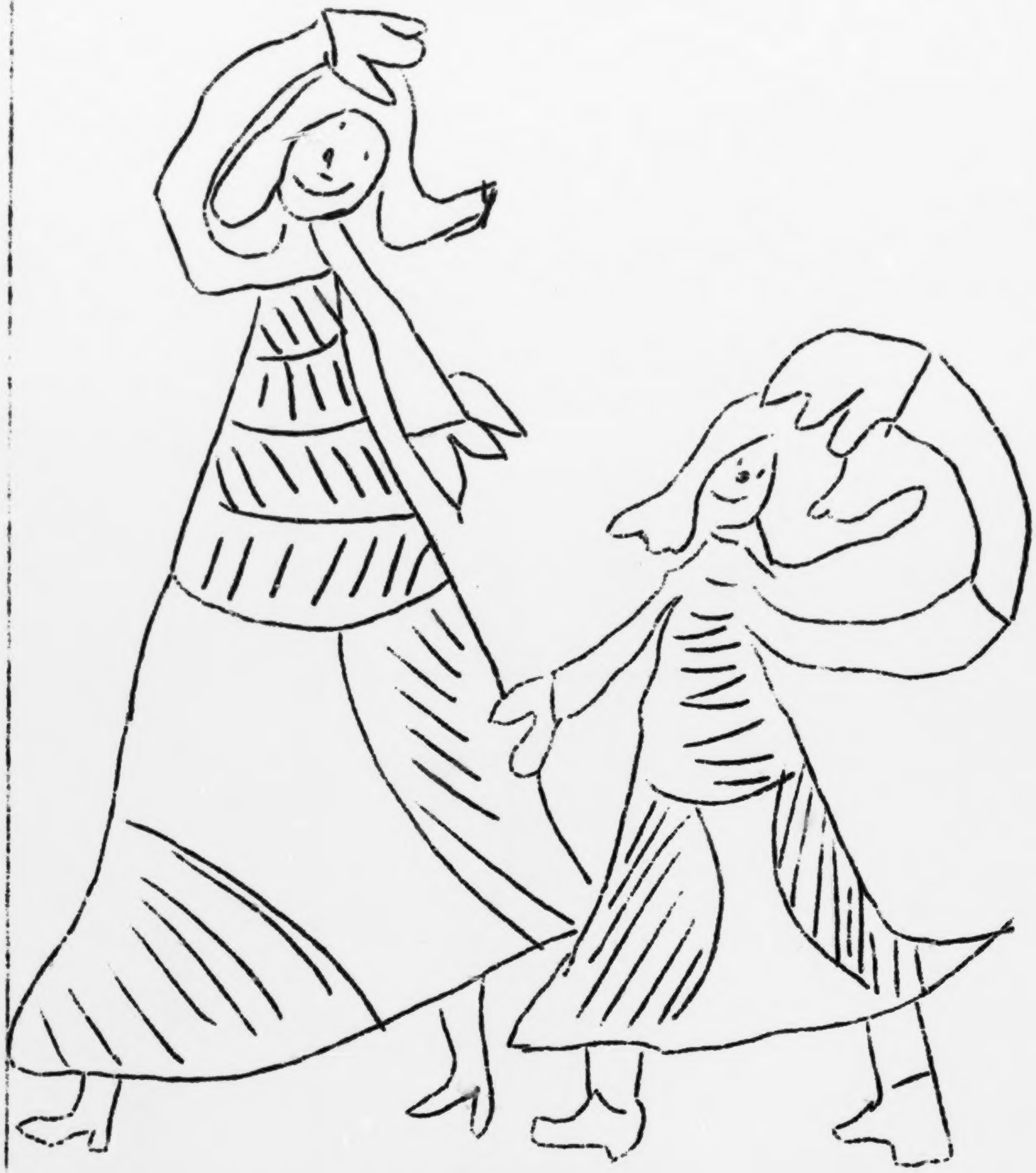
CHILDREN'S AWARENESS

As discussed in the Evaluation Design (Page), it was the children themselves who furnished possibly the most insightful and perhaps also the most personally meaningful comments on the Project's impact in terms of bilingual readiness, attitudes, and practical life-centered values. The pictorial and oral comments, a few of which are reproduced on pages , were passed on by the children to the Kindergarten teacher without any previous knowledge of the Bilingual Teacher or the Project Staff. **(Pages 63-67).**



"I like 'Paul and Judy'. They do many things. I like to do the things they do. I like to touch the hair. I like to pet the rabbit."

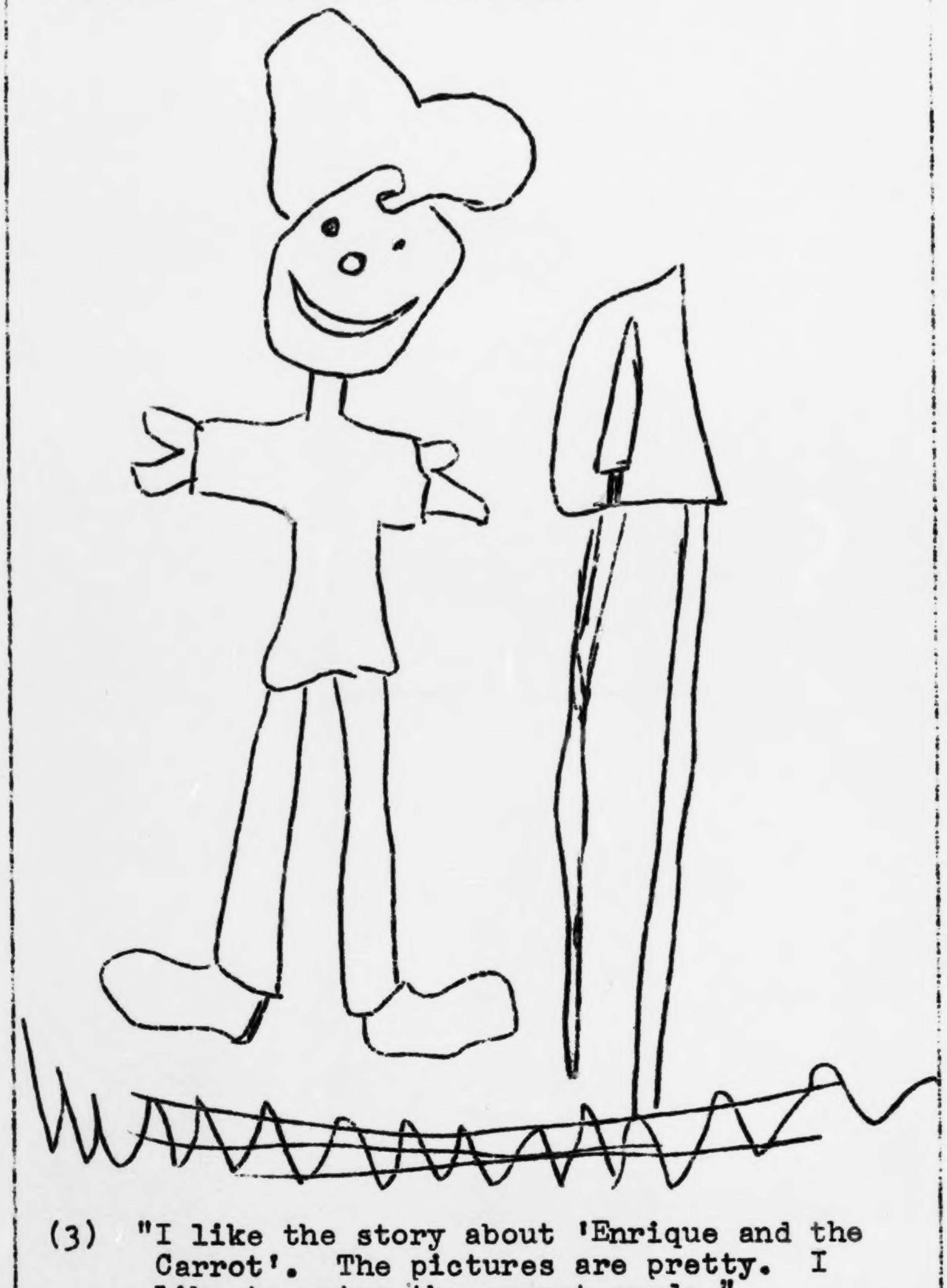
SAMPLES OF CHILDREN'S PICTORIAL AND ORAL COMMENTS (TO CLASSROOM TEACHERS)



(1) "I like to play 'tócuate la cabeza'.
I sing it to my little sister in Spanish.
I am teaching her to say it in English
too. She likes it."

(2) "I dance 'la,la; la,la,la' with her, she
dances around with me. My mother is glad
when I sing it in Spanish and English."

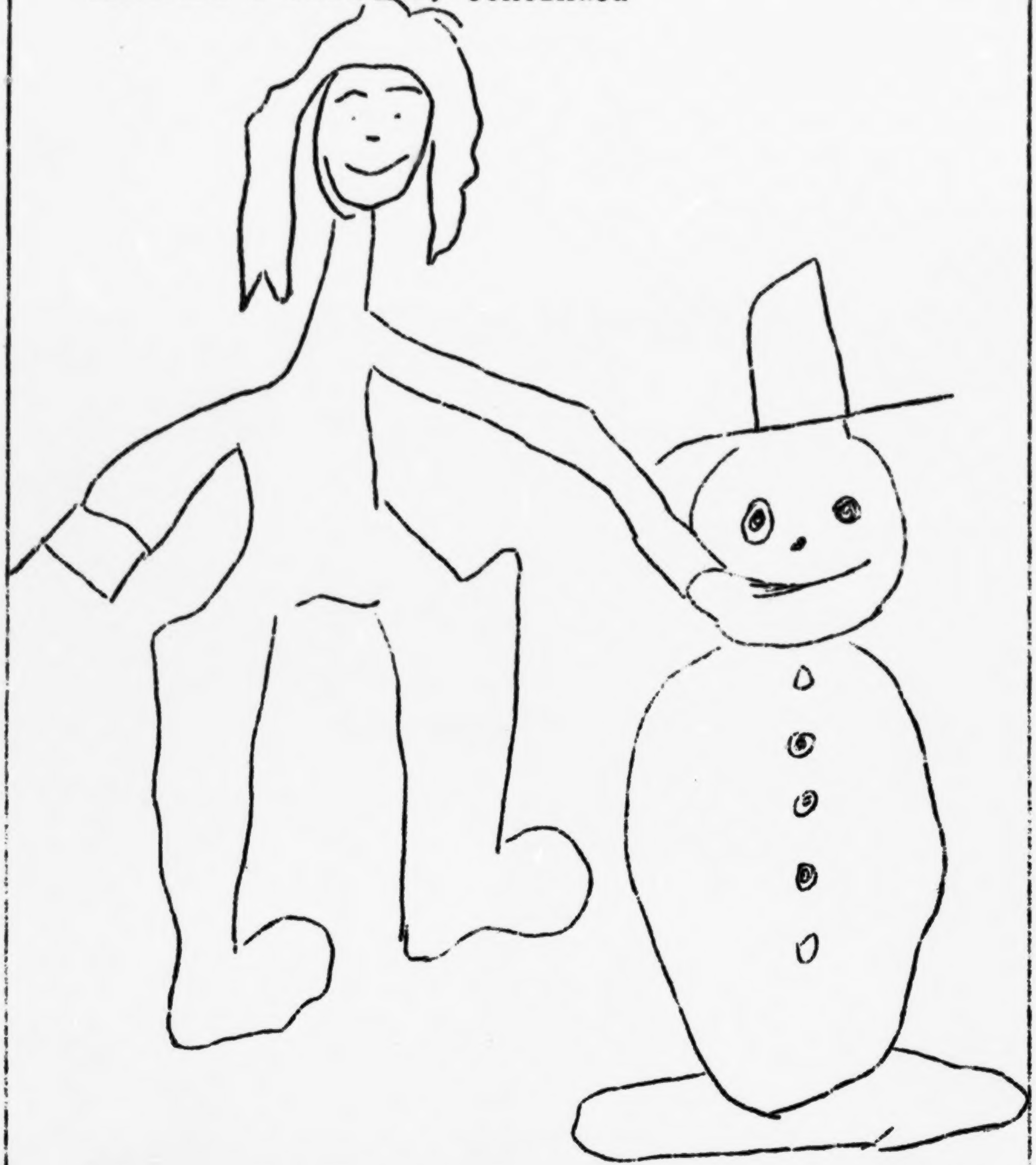
CHILDREN'S COMMENTS, continued



(3) "I like the story about 'Enrique and the Carrot'. The pictures are pretty. I like to water the carrot seeds."

(4) "My mother always used to say 'mira' to me. I didn't know what it meant. Now I know what it means.... When my mommy gives me something now, I say 'grácias'."

CHILDREN'S COMMENTS, continued



(5) "I like 'Paul and Judy'. They do many things. I like to do the things they do. I like to touch the hair. I like to pat the rabbit."

(6) "When my mommy and daddy don't want me to know what they're saying, they speak Spanish. Now, sometimes I know what they're saying. When my mother tells me to turn around, in Spanish, when she is brushing my hair, I know what she means."

CHILDREN'S COMMENTS, continued

(7) "I like Muffin."

(8) "My mother comes from Puerto Rico. She is a nurse. She is glad that I speak Spanish in school so I won't forget it... I like 'one, two, three Little Indians'. I can sing it, in English and Spanish."

(9) "A lady phoned my mommy. She spoke Spanish to me. I understood what she said. My grandmother is surprised that I can speak Spanish now."

(10) "I like the story about Bobby and Betsy. They climb up the tree. I like it when they open up the book and make a big tree."

(11) "My mother comes from Cuba and Speaks Spanish to me. She came to see the lesson one day. My father only speaks English and I'm teaching him to speak Spanish. I sing Spanish songs to him that I hear in school. He likes them."

INFORMATION AND PUBLICITY

The Bilingual Readiness Project received a good deal of unsolicited publicity and professional attention, through the public mass communication media, and by word of mouth among parents and educators, both locally in the City and surrounding suburbs, as well as nationally in various parts of the continental United States and even internationally in Europe and Latin-America.

(1) Newspapers, both national and local, disseminated well written, informative reports, both through photographs and in print. (App.

(2) Television Networks, both in the USA and in Canada, reported on the Project.

(3) Professional articles, published in a number of educational journals, disseminated information on the Project in various fields such as Foreign Languages, English as a Second Language, English, Psychology, Audio-Visual Media, Early Childhood, and General Education. (App.

(4) Slide and tape-illustrated Demonstrations and Reports on local, state and national levels, brought forth a consistent response of keen interest to the concept of this educational effort - an interest which is continuing, particularly in areas like Arizona, California, Connecticut, Florida, Illinois, Massachusetts, New Jersey, New York (State), Texas, and also Puerto Rico and the Virgin Islands.

(5) Demonstration Workshops for teachers, some already begun, are planned to continue.

(App. F).

(III) CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

(A) CONCLUSIONS

(1) It was possible to stimulate and develop bilingual readiness within the framework of the Early Childhood/Primary curriculum.

(2) Focus on language readiness illuminated the broad spectrum of readiness in general.

(3) Bilingual readiness was demonstrated to exist along other forms of readiness such as readiness for numbers, music, art, science, literature.

(4) The presence of multiple readiness in early childhood made possible a multi-purpose curriculum and invited teaching across subject matter lines.

(5) Multiple readiness factors of the five year old favored a simultaneously introduced dual curriculum of language and literature carried on, in addition, in a bilingual setting.

(6) Bilingual readiness plus beginning skills of formal language learning were readily acquired within a context of literary language usage.

(7) A bilingual multisensory approach made possible an experience-type of comprehension by fusing lingual and sensory communication.

(8) A bilingual multisensory approach made possible an expanded range of possible responses for all children.

(9) Bilingual reading readiness techniques became readily a part of bilingual language readiness techniques.

(10) Technical readiness of the very young child was found to be a newly emerging factor to be considered in planning teaching/learning strategies.

(11) Young children's attention span was extended well beyond age expectation with the aid of electronic technology.

(12) The use of educational technology in Kindergarten and early Primary grades has a motivated basis in the young child's love of repetition and mimicry.

(13) It was possible to stimulate and develop positive attitudes and respect toward one's own as well as a second culture.

(14) Teaching through literary stories united children of all backgrounds, in contrast to teaching through "daily living units" ("our family") which tended to separate the children.

(15) The literary story of merit was found to be meaningful and of value to all young children regardless of language, ethnic, racial, cultural, or socio-economic background.

(16) Group consciousness of the young child faded against the reality of his childhood imagination.

(17) Mastery of skills can be fused to meaningful language usage when language learning is linked to thought communication; beginning skills can be linked to qualitative end products when literature and language are simultaneously taught.

(18) Many principles underlying early childhood development, were found to be strikingly similar to principles underlying language learning.

(19) Early childhood development, early childhood literature, and early childhood language learning can be linked into a Bilingual Readiness Program through the principle of repetition fundamental to all three curricular areas.

(20) Available materials of high quality early childhood literature, illustrations, and music, were suitable for a bilingual readiness program _if_ adapted through a specific method of intentional simplification and patterning, and if especially selected to meet linguistic criteria for teaching and learning purposes.

(21) Through a bilingual approach it was possible to help preserve the language of a minority group while simultaneously making possible the acquisition of that language as a foreign language by the majority group.

(22) When the language of the minority group is also taught as a foreign language in the classroom, it changes from low to high status value, and the presence of the minority children in the classroom is no longer considered a disadvantage by the majority.

(23) The Bilingual Readiness Program of high quality was able to meet simultaneously the enrichment needs of one group, and also the basic needs of other groups of children in the same classroom.

(24) Technological instrumentation illuminated every child's need for some periods of privacy and a motivation for self-study.

(25) Bilingual Story Telling accompanied by greatly enlarged illustrations commanded absolute attention and involvement on the part of all children.

(26) A bilingual early childhood literature curriculum lays foundations and links up to future studies - be they English or Foreign Language Literature.

(27) Children's oral and pictorial comments provided insights on the Program's impact beyond the observable classroom reactions.

(28) The Bilingual Program provided the classroom teachers with new awareness of the teaching/learning potentials of non-English children.

(29) A high quality bilingual program containing enrichment characteristics tended to influence middle class parents positively toward Public School.

(30) The Bilingual Readiness Program stimulated among English speaking children an awareness of other languages.

(31) The Spanish speaking parents welcomed the use of Spanish in the Bilingual Program as a means of maintaining the Spanish ability of their children within the all-English school environment.

(32) In a bilingual or multi-ethnic classroom it was possible, through childhood literature, to preserve and further American heritage, traditions and values without disrespect or damage to other ethnic groups of children.

(33) A demonstrated bilingual program of educational merit produced in all groups of parents, irrespective of backgrounds, a new awareness of the need for such programs in integrated multi-group classrooms.

(B) IMPLICATIONS AND RECOMMENDATIONS

Analysis and evaluation in terms of the original objectives soon made it apparent that certain contributions went considerably beyond the original intent of the Project. Particularly, during the second year of classroom experiences, additional situations came into focus which facilitated further insights. While these were directly connected with the rationale and purposes of this Project, they invite further investigations into several project-related areas:

(1) Developmental Age, Language Development, and the Age of Pre-Literacy.

While the children in the Bilingual Readiness Project brought with them into the classroom horizontal differences in background and, even more importantly perhaps, vertical differences in experience and personality, observations of Kindergarten children indicated that, regardless of background, all children at this age appeared unusually ready for a program matching their stage of development and maturity.

Repeated observations of Kindergarten children in the Project also pointed up the oft noted but perhaps educationally insufficiently understood or insufficiently appreciated fact that while the children were still in a pre-literacy age in terms of human development, they had reached a stage of language development in which they were ready for a high degree of ideational content. This factor was observed to be in keeping with the general stage of development of the five-year-old child, which is thought to be at once cumulative and culminant, and at the same time readily available for new intellectual creativity. The question arises then: How shall we respond or address ourselves to this summital type of childhood development that carries within itself the inherent readiness for new and/or further learnings?

Observations in the Bilingual Readiness Project pointed to the need to explore further the development of an enriched, enriching, integrated, coordinated curriculum in order to tap and anchor all the available resources of this self-contained age; mere introduction of the mechanics of skills to hasten on literacy (or bilingualism) would bypass the depth and breadth potential of this age.

A strategically planned curriculum is therefore needed, using the medium of ideational language and thought communication for intellectually creative purposes.

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(2) Language, The Literary Age, and Literature Readiness.

The Bilingual Readiness Project attempted to respond to the multiplicity of potentials in all children by exposing them simultaneously to a language and literature curriculum, and offered, in addition, in a bilingual setting.

Since the children in the Bilingual Readiness Project were in a pre-literacy, not in a pre-literary age, literature was offered to them orally, in the age-old tradition of oral literature, i.e. story telling. And in keeping with this tradition, music and songs, similarly chosen, were pre-selected to support the literature, and to highlight the rhythm of the language. Illustrations similarly pre-selected were greatly enlarged to enhance the literary mood and feeling.

The rapt attention when every word counts, the intensified look when every picture reveals - the significance of such responses for education warrants further study in view of repeated observations of them in all age children in the Bilingual Readiness Project regardless of ethnic, language, racial, cultural or socio-economic backgrounds; and in view of further observations of the frequent restorative, i.e. therapeutic effects which stimuli such as these hold for many, in releasing the motivational - apparently a priori - readiness for learning.

Since the Bilingual Readiness Project was programmed sequentially and entirely around high-quality children's literature, readiness for literature in general and especially for high quality literature, was thus given full recognition and anchorage at the very same time that readiness for bilingual - and lingual - communication was being fostered. In this way, children in their earliest school years were given a literary foundation - stemming from the oral tradition of literature, and offered in a bilingual "milieu" - to serve them as a link for future literature studies, whether these be in English Literature, Foreign Language Literature, or both.

It is to be recommended that dual programs in language and literature in the early phases of language learning - now so rare - be developed on several grade levels in the elementary grades so that skill learning through qualitative end products might serve a dual educational purpose all at once.

One also wonders why the skill of language learning is so rarely tied to another curricular area within the framework of school instruction so that language could take its natural place, not as an end in itself but as a powerful vehicle of communication. This again is needed on a variety of subject levels to fit the spiral and cumulative framework of school instruction.

(3) Multisensory Perception and Multiple Readiness.

The systematic application of basic principles of early childhood development to the overall pedagogy of the Bilingual Readiness Project, lead to the development of a methodology and technique perhaps best described as the multisensory approach. This approach emanated from the underlying principle of multisensory perception as a central and unifying factor to all childhood learning, providing for a multiplicity of experiences on a variety of levels. In such a manner, the emerging developmental stages of early childhood were brought into active interplay with specific learning situations.

In view of the effectiveness of these approaches, a far more intimate relationship between the principles of learning and the art of teaching is called for. Additional teaching programs need to be developed that make use of multiple learning possibilities, and that are structured so as to actualize these in a variety of ways and forms, and on a variety of levels, to bring forth learning through individual responses in all children regardless of any qualifying background factors.

For when the multisensory approach remains central and when the awareness of emerging stages is consciously tied to de facto learning situations, the factor of multiple readiness not only lays early foundations for a variety of subject matter, but also illuminates the varieties of thinking modes as exhibited in the children's responses to encounters with learning situations - such as the inductive, deductive, critical, analytical, analogical, inquiring, and questioning and particularly the intuitive, reflective, and philosophical; and also the forms these processes took - such as the imaginative, poetic, practical, etc. Such observations invite further study and investigations, both for curriculum planning and teacher training.

As for the bilingual readiness factor operating along these approaches, further study is warranted of the motivational and therapeutic factors also operating here, in view of repeated observations that bilingual readiness made non-lingual children more lingual; that the bilingual opportunities appeared to make success in arithmetic possible for many; and that many children, not yet readers, strained to read the print during oral and musical presentations of literary picture stories.

(4) Technology and the Teacher.

The emergence of technical readiness - a natural development, in keeping with the automatic adoption of new technology and innovation by the youngest of the race - manifested itself throughout the Project, and it will have to be considered in future programming along with other readiness factors in early childhood.

As a result of repeated observations of children's encounters with technology, it could be concluded that the young child's attention span could be increased significantly through electronic communication, and that stimulation and possibilities for self-study prevailed because the young child's natural love for repetition and natural desire for periods of privacy complemented the programming techniques of technological instrumentation - both of these depending, however, on motivating content of superior quality. Observations such as these warrant further study for the promise they hold for education.

Immediately, some questions arise: What is the role of the teacher in this new technological environment where the young child already feels at home? And what part, or what areas of the teaching/learning process can the teacher of the young child safely delegate to the electronic tool? And having established this division of the workload between man and machine, how will the teacher in the earliest grades go about the difficult and tedious job of program preparation, a task which in itself demands a great deal of skill and creativity?

It is recommended, therefore, that the teacher in the Elementary grades, Primary and Early Childhood included, be made aware of her new role and challenging task, and her new relationship to the world of Education Technology; and having been made aware of her new opportunities and responsibilities, that the teacher be offered adequate help and training in order to be able to take fullest advantage of them. Teacher training programs, lectures, workshops, summer institutes, in-service training, and, above all, a closer rapport between the technologist and the educator are in order.

(5) Language Preservation, Language Acquisition, and Bilingual Readiness.

When languages are conceived as natural human resources, their squandering becomes a waste that man often belatedly regretted. Educational preparation for both a monolingual American society and a multilingual world society need be in no way viewed as conflicting goals. In a country of multi-ethnic origins, such as the United States, it appears entirely feasible to preserve lingual multiplicity within a basically monolingual educational system, judging from the results of this Project.

Repeated observations in a variety of classroom constellations indicated that, as in the case of technological readiness, the youngest of the race appears ahead of adults in adapting to new needs and realities. The children in the Bilingual Readiness Project demonstrated a high degree of psychological readiness for language multiplicity, and they appeared extremely ready and receptive to methods of natural lingual conservation and natural lingual acquisition; to respond to these dual goals simultaneously, appeared to them entirely natural.

In view of such observations, a program of language conservation suitable to various lingual pockets in the United States should be planned in American education, concurrently with the acquisition of English as a second language and along with corresponding language teaching programs.

What was done in English-Spanish and tried in English-German, could be attempted in any number of language constellations, according to geographic practicalities, in a series of educational programs of simultaneous lingual preservation and acquisition. In such a manner could education help conserve one of man's own natural resources.

(6) The Preparation of Teachers, the Multi-Purpose Curriculum, and the Integrated Teacher.

Initial investigations had indicated that present teacher preparation programs do not as yet provide dual programs combining language training with training in early childhood education, nor do they combine early childhood teacher training with a language study and training program. The accompanying practice teaching opportunities have also not yet been provided for in either case.

Reversedly, and perhaps even more urgently since they already possess the skill of a second language, a pre-FLES training program is missing for language teachers -- be they FLES or TESOL - to teach language at the pre-school and early Primary levels. A pre-FLES language training program combined then with early childhood education as a second major area of study, and providing practice teaching at the early childhood grade levels, team supervised, could provide the dual preparation program now lacking for training language specialists in the early years. Further considerations are also called for to determine how a continued use of demonstrations suitable for teacher training, such as provided by the Bilingual Readiness Project, could become a more permanent part of teacher preparation for both early childhood and language teachers.

One wonders why dual programs in these two fields are still so rare, since the principles underlying early childhood education are so strikingly similar to modern methods of language teaching, and since these two fields therefore appear naturally compatible with each other. This is also true from the point of view of the child himself whose natural bilingual age falls precisely within the Early Childhood/Primary age.

However, aside from the relatively simple administrative adjustments of teacher preparation programs in these two comparable and compatible areas, the most challenging need today is for innovative changes in the qualitative preparation of all teachers to generate creative teaching on multiple levels and across subject matter lines. Innovative teacher preparation programs, both scholastic and pedagogical, are yet to be created for what may perhaps be termed the integrated teacher - one so responsive to the many dynamic factors of readiness at all age levels that he can serve as catalyst for the multi-purpose curriculum of today's integrated classrooms, as these are committed to the reality of education for all, in democratic societies.

APPENDIX

The William T. Sherman School
Public School 87 Manhattan
160 West 78 Street, New York 24
ENdicott 2-0912
Arthur L. Block, Principal

December 23, 1966

Dr. Paul King
Bilingual Readiness Project
78 East Palisade Avenue
Englewood, New Jersey 07631

Dear Dr. King:

During the 1964-65 and 1965-66 school years we were privileged to have had your Bilingual Readiness Program in Kindergarten and First Grade classes. We found it very valuable indeed, especially in the following respects:

. The Spanish-speaking children were able to identify with and relate to the teacher, and basked in the importance given to their background, thereby augmenting their own self-esteem.

. The English-speaking children realized the difficulty of learning a second language, and sensed the problems that non-English speaking children face in school.

. Many varied learnings grew out of the program, besides the obvious language learnings: listening skills, pattern and structure in language, oral expression, literature, music, and social living experiences. In general, it was a superb adjunct in reading readiness.

. The teachers carried on some of the program's features (particularly music) with afternoon Kindergarten groups that were not taught directly by the Project teacher and have continued to do so this year, now that the Project is no longer in operation here.

Thank you for permitting us to participate in a most valuable experience for our children.

Sincerely yours,

Arthur L. Block

Arthur L. Block
Principal

alb/fbs

OPERATION RECLAIM
BOARD OF EDUCATION
OF THE CITY OF NEW YORK
131 LIVINGSTON STREET
BROOKLYN, N. Y. 11201
TEL: 596-3969
852-4618

CARL B. ERDBERG
DIRECTOR

MRS. DAISY C. HICKS
ASSISTANT DIRECTOR

October 17, 1966

To Whom It May Concern:

As the principal of P.S. 145 Manhattan, I had the good fortune to have the Bilingual Readiness Program in three Kindergartens the first year of the program and in both Kindergarten and a first grade class the second year.

Our parents were extremely enthusiastic about their children learning Spanish at so young an age, the children learned a great deal and the faculty constantly spoke highly of the program.

In my opinion, the Bilingual Readiness Program should be taught in all schools of the City if this were possible.

Sincerely yours,

Carl B. Erdberg

CARL B. ERDBERG
Director

CBE/ms

BOARD OF EDUCATION
OF THE
CITY OF NEW YORK

NATHAN JACOBSON
DISTRICT SUPERINTENDENT

TEL. UNIVERSITY 4-6870-1-2

OFFICE OF
SCHOOL DISTRICT 5
300 WEST 96TH STREET
MANHATTAN 10025

October 4, 1966

Dr. Paul E. King
Bi-Lingual Reading Project
Box 429
Englewood, New Jersey 07631

Dear Dr. King:

On the basis of your description of the objectives of the bi-lingual reading project and one observation made by me at P.S. 87, I would be inclined to say that this activity has much to commend it for pupils in a bi-modal population such as the one served by P.S. 87. The few parents to whom I spoke were most enthusiastic about their children's reactions to the activities provided them.

I would add that the experiences involved in being exposed to this bi-lingual approach have a positive effect on enriching the background of the children. It is regrettable that the high cost of this proposal does not permit its continuance or expansion at this time.

Sincerely yours,

NJ:PA

NATHAN JACOBSON
District Superintendent

C O P Y

McCORMICK THEOLOGICAL SEMINARY
McGaw Memorial Library
Chicago, Illinois

Dr. John B. King
Assistant Executive Superintendant of Schools
110 Livingston Street
Brooklyn, New York

June 2, 1966

Dear Dr. King:

The Bilingual Readiness Project has evoked considerable interest among some of us here in Chicago. Just the other day I found myself acting as a Spanish interpreter for a PTA group in our area of the city. The Bilingual Project, it seems to me, has special merit for many large urban areas of our country where a number of ethnic and racial groups, particularly children and youth, meet, play, and study in a common educational and social situation. So often the social problems are confounded by serious cultural deprivation and further compounded by the inability of the people concerned to communicate clearly. Children when given the opportunities seem to respond quickly and freely.

For several years I was director of the Colegio Americano in Caracas, Venezuela in which we had children from literally a dozen national origins. Although Spanish was the language of the country and of the school, the children from other lands learned to communicate not only in Spanish but also in English. In part it was because of the instruction available, but it was also because the environment was amicable to a variety of cultural expressions. It was in this connection (twenty years ago) that I first came to know Dr. and Mrs. Paul King and to learn to appreciate their intercultural concerns and efforts. It is through them that we have learned of the achievements in P.S. 87 in Manhattan as well as through educational journals and the public press.

I would like to urge that the Bilingual Readiness Project be continued and expanded not simply for what it does for the children of the community that are involved, but also what it can do as a demonstration to others beyond the Hudson. Here in Chicago I work voluntarily as Chairman of the Department of Urban Church of the Presbytery of Chicago. More often than not we face the problem of "breaking the language barrier" in mobilizing community support for the development of community organization. I am convinced that we must redouble our efforts in the area of communication in order to make way for better intercultural understanding, and that this must begin with children and youth.

Sincerely yours,

Calvin H. Schmitt
Librarian

CHS:dlc

JWW:MPM

Acting Director

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May 18, 1966

Mrs. Bruce J. Gould
Chairman, Education Committee
Yorkville Civic Council
411 East 69 Street
New York, N. Y. 10021

Dear Mrs. Gould:

I have received your letter of May 10, 1966 addressed to Dr. John B. King. Your letter urged Dr. King to give high priority to the continuation and expansion of the Bilingual Readiness Project in Primary Grades. I am sure that Dr. King is sympathetic, as I am, with the objectives of the project to demonstrate the values of a bilingual readiness. Dr. Paul E. King recently presented a very interesting overview of his work in the New York City schools at a conference arranged by Executive Deputy Superintendent Dr. John B. King.

I visited with Dr. Paul E. King last year in the three elementary schools participating in the project. I was favorably impressed by the achievement of the pupils as well as the attitudes and interests which the program stimulated in the young children.

The value of the program itself has been apparent to those of us who have observed it. The major question that faces Dr. Donovan and Dr. John B. King is that of budgetary provisions for such a program in the New York City schools. On the matter of budget, I can only sympathize with the many serious problems and decisions which the superintendents face during the next school year.

Sincerely,

J.W.W.

J. WAYNE WRIGHTSTONE
Assistant Superintendent

✓ CC:Dr.Paul E.King

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YORKVILLE CIVIC COUNCIL
411 EAST 69th STREET
NEW YORK 21, N.Y.

TRafalgar 9-8900

May 13, 1966

Dr. J. Wayne Wrightstone
Bureau of Research & Evaluation
Board of Education
110 Livingston Street
Brooklyn, New York

Dear Dr. Wrightstone:

May we urge you to give utmost priority for continuation and expansion of the Bilingual Readiness Project in Primary Grades which has been initiated by Dr. Paul E. King in three elementary New York City schools for the past two years. The USOE Project number is D-107.

The concept of the story-theme Bilingual Readiness Project in Primary Grades offers a superbly developed comprehensive curriculum with an integrated approach to learning. The approach, based on first-rate children's literature, coordinated with music and auxiliary audio-visual materials, could be successfully used in Head-Start classes as well as Kindergartens where the composition of the classes is bilingual. In addition, we believe, these units would have great value as curriculum bases in classes where many of the youngsters have limited verbal ability for monolingual instruction. The utilization of all five senses in this program to expand the children's range of experience leads into development of verbal skills. Therefore, we conclude that the merits of the program far exceed the values derived from the bilingual language acquisition.

Through a grant from the Alfred P. Sloan Foundation, in cooperation with Bank Street College, the Yorkville Civic Council Education Committee sponsored the Spanish Economics Project in Primary Grades. We feel proud and gratified that the proven success of the project has resulted in the widespread use of the program. It would have been very wasteful for such a well-developed curriculum unit to have been set aside for "budgetary reasons." In the same sense we feel that the new curriculum developed for the Bilingual Readiness Project in Primary Grades Program should be given expanded use. The specially developed materials should be reproduced and the methods and techniques should be utilized on both a bilingual and monolingual basis. We hope, particularly, that the program can be brought to the Yorkville and East Harlem Schools of New York City also, and to other districts that request it.

I have had the good fortune to know the Bilingual Readiness Program first-hand. My five year sold son Tom's Kindergarten class at PS 87 has participated in this project this year. As excellent as the program is in concept and development, it becomes even more so in reality because of the great ability and dedication of its staff. Dr. and Mrs. King, director and program coordinator, and Mrs. Carmen Ayerbe, an unusually gifted bilingual teacher, bring to the day to day conduct of the program great devotion, intelligence and sensitivity to the needs and potentialities of young children. Mrs. Carmen Ayerbe is a most gifted teacher, and Tom has responded most enthusiastically to her vitality.

I can further attest to the human relations value of the program because Tom's pride in learning Spanish in this program and his love for Mrs. Ayerbe have imbued him with admiration and respect for his Spanish-speaking playmates in the community.

We therefore urge you to use whatever means you have at your disposal to see to it that this timely and innovative project which can potentially serve all the nation's minorities, and which has been so unanimously well received by parents, teachers and the children, be given the needed time and funds to continue its work and serve as living example to other school systems. It seems that even one more year would accomplish this.

Very sincerely yours,

Mrs. Bruce J. Gould
Chairman, Education Committee

BOARD OF EDUCATION OF THE CITY OF NEW YORK

PS 139	Queens	7th Avenue & 140th St.	WA 6-1100
SCHOOL	BOROUGH ZONE	ADDRESS	TELEPHONE

OFFICE OF THE PRINCIPAL

May 10, 1966

Dr. Paul E. King, Co-Director
Bilingual Readiness Project
19 Grand Avenue
Englewood, New Jersey 07631

Dear Dr. King:

We are both very glad that we had the opportunity to hear your report on the bilingual project which you are conducting in three elementary schools in Manhattan.

We were excited with what we saw and heard. The program seems to fit the needs of the children perfectly. The children whose pictures we saw seemed to be acting so naturally in the language situations. To them their learning was really play, with all the keen interest, application and determination that enters into play. The way the children responded, re-enforces your belief that languages are best studied at an early age.

The success of your program is due, we think, to a great extent, to the firm educational and psychological foundations on which it is built. We hope this program will continue and gain momentum throughout the city.

Thank you for inviting us to this most interesting meeting.

Sincerely,

Gertrude and Ira Shimberg

LIBRARIAN	PRINCIPAL
PS 165M	PS 139Q

We salute Mrs. King and the other members of the staff.

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DR. MYRTLE B. McGRAW
BRIARCLIFF COLLEGE
BRIARCLIFF MANOR
NEW YORK
10510

January 5, 1966

Dr. Paul E. King
245 West 107 Street
Apartment 11B
New York, N.Y. 10025

Dear Paul:

Thank you very much for sending me a copy of the proposed project of audio-lingual techniques applied to beginning reading.

At the same time I want to congratulate you on the successful termination of your study of the bi-lingual classroom. As you know I was intrigued by your study in this connection from the very beginning not only for its potential of cultivating linguistic plasticity in young children but also for the many by-products which seem to have been inherent in the situation. In the first place both teachers and children must learn to live on an intuitive basis with the electronic "hardware" which are becoming increasingly available to the classroom. Traditionally teachers have been so oriented to the mastery of fact and skills that they often overlook the potency of "feeling tones" in the classroom. The introduction of these new approaches may well serve to broaden the perspective of teachers and develop within them an awareness of the multiplicity of interacting forces in any learning situation. It seems to me that bilingual classroom offer an opportunity to develop in young children both individual and social identity.

You were a pioneer in the development of the foreign language laboratory. I am happy to see you directing your knowledge and energies to the early years.

Sincerely yours,

Myrtle

Myrtle B. McGraw

COPY

March 18, 1965

Dear Mrs. King,

I want to sincerely thank you for the opportunity to observe your bi-lingual program in action. I feel that you have initiated a most valuable program which I hope will eventually be incorporated in the entire Public School System. I was very impressed with the positive reaction of the children to the story, role playing and songs taught by the teacher. They were receptive and enthusiastic and when given a chance to express themselves, responded creatively.

I am hoping that I can somehow get such a program started in the Springfield School System and am making some contacts to see what can be done. I shall keep you informed of any progress made and of course will turn to you for guidance and help if anything materializes.

It was indeed a great pleasure to meet you and I hope to see you again with some good news concerning my efforts here.

Most sincerely,

Diana Baldwin
Bilingual Specialist

58 Shady Side Drive
Longmeadow, Mass.

MRS. IRA SHIMBERG
260 Riverside Drive
New York 25, New York

March 14, 1965

Dear Paul,

Thank you for permitting me to see your list of stories that you have programmed so far. The books are those we have successfully used in our kindergarten program and which I continue to use in my library activities. The LITTLE BEAR, the GOLDEN egg BOOK and others are delightful because of their story content and their illustrations.

I am particularly glad that you have included ASK MR. BEAR, a warm story and a great classic, as well as CARROT SEED which has such a fine ending. May I suggest that you consider for the future other favorites such as GONE IS GONE and DOWN, DOWN THE MOUNTAIN.

I am looking forward to seeing your program again, soon. May I come Friday?

Sincerely,

Gertrude Shimberg

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COPY

THE ROOSEVELT HOSPITAL
428 West 59th Street -- New York, New York 10019

February 16, 1965

Dr. Paul E. King, Co-Director
Bilingual Readiness Project
Hunter College
695 Park Avenue
New York 21, N. Y.

Dear Dr. King:

I cannot tell you how impressed our Play Therapist, Miss Gilbert, and I were at seeing your project of bi-lingual education at work. I don't think there is anything, anywhere, to compare with it.

To see a group of little children, switch with the greatest of ease, from English to Spanish and back to English again, without giving more importance to one language than to the other, must give the children, not only two languages, but also the benefit of two different cultures that will enrich their lives and will make them more tolerant of people and things that are different from them. In the group there were no foreign language, no foreigner...

Of course, such a program can only be successful if it is done by well trained and dedicated persons with an uncommon intuition of what is needed. They must also recognize the fact they are teaching more than words. It is an experiment in living in the complex world we are in today and making it a happier one for all.

So, many thanks for the encouragement your help is giving us...

Sincerely,

Mrs. Gurney Taylor, Chairman
Childrens' Recreational Committee

COPY

Board of Education of the City of New York

THE SCIENCE-SPANISH RESEARCH EXPERIMENT
130 West 55th Street, New York 19, N. Y.

January 4, 1965

Mr. ARthur L. Block, Principal
Public School 87, Manhattan
160 West 78th Street
New York 25, New York

Dear Mr. Block:

It was indeed a great pleasure to have the opportunity to observe your Kindergarten Bilingual classes. I was deeply impressed by both the teachers and children and sincerely think that words are not eloquent enough to convey the feeling they leave on the observer.

The ability, resourcefulness and enthusiasm of your teachers were at their optimum. The children were alert, happy and interested. They amazed me with their ability to pass from English to Spanish and vice versa with the greatest of ease.

I have informed Dr. Arnold Raisner, Director of the Science-Spanish Research Program, about your project and he is most interested in it.

There is no question this early age is the right time to start children in the learning of a new language.

With my appreciation for your invitation and with best wishes of success in your enterprise and throughout the new year, I remain,

Sincerely,

Carmen Sanguinetti
Science-Spanish Project
Junior High School Division

cc: Dr. Paul E. King

CS;bl

C O P Y

Dr. Paul E. King
Co-Director
Bilingual Readiness Project
78 E. Palisade Ave.
Englewood, New Jersey

May 10, 1966

re: Evaluation Report of Consultation Visits in Public Schools participating in the Bilingual Readiness Project in Primary Grades.

1) The objectives of the Project are based on the well-established need for effective intercultural communication and readiness for subsequent language teaching. The approach and methodology in this project in general reflect sound principles of guidance and teaching in bilingual milieus and the effective realization of audio-lingual language learning.

2) Most of the teaching techniques observed are highly effective.

3) The dialogs are very lively and the songs are cautiously adapted and well graded from the point of view of vocabulary and highly motivating content. The correlation of visuals and the audio recordings with bilingual teaching and follow-up activities, was very good.

4) The sequence of the stories and their gradation was well planned. Some of the text materials as well as visuals need slight improvements and some standardization in order to become generally usable in many school systems.

5) The principle of repetition and recall activities in subsequent teaching units was done remarkably well, notably in avoiding formal drill work, yet incorporating patterns for reinforcement within the dialogs and songs.

6) The interest of the children was promoted and maintained throughout the project extremely well. The adaptation of stories from international sources to the specific teaching objective was done with great skill and insight into the children's mentality. This achievement seems to be a major factor for the great success of the project. Everything should be undertaken in further continuation of this or similar projects to make an exhaustive research of international children's literature and folkloristique repertories to improve and expand teaching materials.

7) The tape recordings used in the Project were extremely effective because they incorporated different voices of children as well as adults from both cultural environments and represented a good selection of microphonogenic voices. The frequent use of musical instruments by the bilingual teacher also played a major role in enhancing the great motivational value of the teaching units.

COPY

8) Final comment:
With further improvements and developments in the standardization of teaching schedules and teaching materials, the Bilingual Readiness Project will serve as a model for an effective initial step in creating intercultural understanding and bilingual readiness in many areas of the United States where local sources of bilingual communities can be tapped. Special care will have to be taken, however, on the assurance of the continuity of such programs from the Kindergarten throughout the third or fourth grade. Shortcomings of FLES-Programs as they frequently exist today will thus be combatted in a more efficient way than ever before.

Prof. Eric W. Bauer
Chairman, Committee for Applied
Linguistics and Methodology
Department of Modern Languages
University of Notre Dame

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

CENTER ON INNOVATION
IN EDUCATION
NORMAN D. KURLAND, DIRECTOR
GEORGE E. BLAIR, ASSOCIATE DIRECTOR
518-474-6458

December 12, 1966

Mr. Paul King
Box 429
Englewood, New Jersey 07631

Dear Paul:

I wish to express our appreciation for your presentation. It was very informative and exciting. I am sure that you will be hearing from some of our people or others to whom they spread the news about your work.

Do keep us informed of further developments.

Sincerely yours,

Norman D. Kurland

Norman D. Kurland

NDK:mog

Dictated but not read

COPY

1 Haven Avenue
New York, New York

January, 1967

Dear Mrs. King,

Let me thank you for giving me a glimpse of your work in this most fascinating program you and Dr. King introduced and worked out. What is said in this paper is the most intelligent and most human, civilized approach I have yet encountered --- I hope it will receive the publicity it deserves and be adopted on different levels and in many programs of education.

I shall try to reach you by phone --- will you do the same? I am still at the Columbia Presbyterian Medical Center directing the Speech and Hearing Clinic and lecture in otolaryngology at the College of Physicians and Surgeons, Columbia University. My latest brainchild -- a book* -- is described in the enclosed leaflet.

Hoping to see you soon I am with fondest greetings,

Shulamith Kastein

(Director, Speech & Hearing Clinic
Columbia Presbyterian Medical Center
College of Physicians & Surgeons,
Columbia University)

---

*"THE BIRTH OF LANGUAGE: The Case History of a Non Verbal Child" By Shulamith Kastein and Barbara Trace. Published by Charles C. Thomas, Illinois, 1966.

May 15, 1966

Dr. John King
Executive Assistant Superintendent
Board of Education
110 Livingston Street
Brooklyn, New York

Dear Dr. King:

Upon completion of my evaluation of the Bilingual Readiness Project in Kindergartens at PS 87 which I had the privilege to observe, I would like to express my great appreciation of the valuable work which was done in the past two years. I think the purpose of this pilot project in social and cultural communication is one of the most worthwhile causes in modern education of today. I want to congratulate you and the teachers, especially Mrs. Ayerbe and Mrs. King for the wonderful work performed in teaching the little ones.

In studying the syllabus and the method I was extremely pleased when noticing the great motivation achieved through this interesting approach in utilizing a bilingual situation of socially privileged and obviously less privileged five-year-old children. Another striking observation was the apparent ease and great interest with which tape-recorded songs and stories were accepted by the children and the degree in which multisensory media were effectively applied in the teaching procedure. Since visuals and audio-aids were liberally used and the presentations were well coordinated, the children could develop an amazing amount of the ability to recreate stories, act out contents of songs, and participate in free interchange of the Spanish and English version of the lesson materials. I think that this project should not only be continued on the preschool level, but also integrated into the sequence of the first three or four grades of Primary School in order to provide a really solid foundation for foreign language learning in elementary schools. To learn a foreign language as a part of the wider experience of intercultural understanding between American and Puerto-Rican children to me seems to be one of the most timely and urgent tasks of the New York School System as well as of many school Systems in the country at large.

Let me again express my high appreciation and great esteem of this project derived from the delightful experience which I had in observing the classes.

Sincerely yours,

Prof. Eric W. Bauer
Chairman, Committee for Applied
Linguistics and Methodology
UNIVERSITY OF NOTRE DAME
South Bend, Indiana

GRADE:

BILINGUAL READINESS PROJECT USOE D-107 SECTION K HUNTER 301

OBSERVATION/EVALUATION REPORT

SUMMARY OBSERVATIONS

Day: M T W TH F	Date:	Total classes obsvd:	Observer:

EMPHASIS:

Story:
- Telling ( )
- Choral Responses ( )
- Dramatization ( )
- Puppets ( )
- Musical ( )
- Other ( )

Song(s)

Games:

Review:

Other:

THE LESSON:
("What")

THE PRESENTATION:
("How")

SUMMARY:

Form: OER-2-865 - add extra sheet as needed -

Attention: (yes) (no)

Participation:

( ) Pass./listen
( ) Act./bodily responses
( ) Act./singing
( ) Act./repetitions
( ) Act./questions
( ) Act./creative replies
( ) Act./volunt. doing (acting)
( ) Act./volunt. saying (verbalizing)

Class:

****

Class:

****

Class:

****

Visitors:

Who?____________________ Affiliation?____________________

****

- add extra sheets as needed -

SAMPLE

DAILY LESSON PLAN

USOE D-107 (K)

PRELIMINARY DRAFT

Date ______ Unit ______
Day ______ Lesson ______

Activity	Res. U. A.V.	Suggestions	S	E
I. Opening Warmup				
II. Center of Interest				
III. Closing				

BILINGUAL READINESS PROJECT USOE # D-107 HUNTER # 301

PRE-TEST #1, 1964-65

PS__________ Kg #____________ Kg Teacher_________________

PUPIL				TEST										
Name	N. L.	Date		A					B					COMMENT
			E											
			S											
			E											
			S											
			E											
			S											
			E											
			S											
			E											
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			S											
			E											
			S											
			E											
			S											

B - 3 - a

Test Admin:____________________

Pre-Test #1

English/Spanish Audio-Lingual Proficiency

(1) Pupils to be tested: all Kindergarten children participating in the Program.

(2) When: During first two weeks of school. To be completed not later than September 30, 1964.

(3) By whom: the test is to be administered live (not taped) by the Bilingual Teacher-Specialist.

(4) Purpose of test: to determine the audio-lingual fluency of each child in his native and, where applicable, target language.

(5) Instructions:

- (a) Languages to be used:
  - (aa) for native English speakers use ENGLISH for part A and SPANISH for part B (if not applicable, continue part B in ENGLISH).
  - (bb) for native Spanish speakers use SPANISH for part A and ENGLISH for part B (if not applicable, continue part B in SPANISH).
- (b) Native Language: indicate next to child's name his NL. Obtain this information from the school's records before administering the test.
- (c) Scoring: Identify any sensible response with a positive check mark. Omit marks for negative (no) response.
- (d) Disposition: Sign completed test sheets and deliver them to Project Director.

TEST QUESTIONS, PRE-TEST # 1

Part A: "TELL US ABOUT YOURSELF"

(1) What's your name? ¿COMO TE LLAMAS?	Any approximation to the child's name is acceptable.
(2) How old are you? ¿CUANTOS ANOS TIENES?	Response may be verbal or visual by using fingers, or both. Correct knowledge of age is irrelevant.
(3) Where do you live? ¿DONDE VIVES?	Any partial answer will do. Child may give a street, avenue, or "in a house" etc., or just point in some direction and say "there".
(4) Do you have any brothers or sisters? ¿TIENES HERMANOS O HERMANAS?	If negative answer is given, interviewer should proceed to extend this by asking (5a):

(5a) You do not have any brothers or sisters?
¿NO TIENES NINGUN HERMANO NI NINGUNA HERMANA?

If positive answer was given to question (4), then ask question (5b):

(5b) How many brothers and sisters do you have?
¿CUANTOS HERMANOS Y HERMANAS TIENES?

POOR ORIGINAL COPY - BEST AVAILABLE AT TIME FILMED

TEST QUESTIONS, PRE-TEST # 1 (Continued)

Part B: "LISTEN AND DO"

Note: Introduce this section in a casual and friendly way such as: "Now we are going to play a little game; when I say something, you do what I tell you to do." Repeat command once more if child appears confused or flustered.

(6) Sit down!
¡SIENTATE!

If child has been sitting prior to question (6) then reverse order and ask question (6a) first, and then do question (7).

(6a) Stand up!
¡PARATE!

(7) Raise your hand!
¡LEVANTA LA MANO!

(8) Now, put your hand down!
¡AHORA, BAJA LA MANO!

(9) Now, shake my hand!
(OPTIONAL: Now, give me your hand)
¡AHORA, DAME LA MANO!

Interviewer extends right hand.

Place two pencils, one short and one long, on a table within reach of child.

(10) Now, pick up the short pencil!
¡AHORA, COGE EL LAPIZ CORTO (CHIQUITO)!

POOR ORIGINAL COPY - BEST AVAILABLE AT TIME FILMED

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Flack, Marjorie. Ask Mr. Bear.
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Platt & Munk Company, New York, N. Y.

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Steiner, Charlotte; Burlingham, Mary. The Climbing Tree.
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Wise Brown, Margaret. Golden Egg Book.
Simon & Schuster, Inc., New York, New York

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Huck, Charlotte S.; Young, Doris A.
Children's Literature in the Elementary School.
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LANGUAGE ITEMS BY STORY
SPANISH

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
abajo					x								
abrazo													x
abrigo							x						
abrir													
se abre										x			
¡abre!												x	
adios	x												x
afuera						x	x						
agua				x					x			x	
¡ah!							x						
ahora	x			x		x	x	x		x			x
al fin					x								
algo							x			x	x		
alta								x					
anillo	x				x								
aqui						x	x			x	x		
arbol				x	x								
arriba					x						x		
ARTICLES													
el	x	x	x	x	x		x	x		x	x	x	x
la	x		x	x	x	x	x	x	x		x	x	x
los	x	x	x		x		x	x		x	x		
las	x		x										
un		x		x	x	x	x	x	x	x	x		x
una				x	x	x		x	x	x			x
asi						x							
ayudar													
¡ayuda!								x					
bailar				x									
bajar													
baja					x	x							
bananas												x	
bomberos		x											
bosque				x									
bueno					x	x	x	x		x			x
buscar				x									x
caballito					x	x							
caballo				x									
cabeza								x					
caer													
cae							x						

LANGUAGE ITEMS BY STORY
SPANISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
caen			x										
estan cayendo			x										
esta cayendo						x							
cama						x							
camello												x	
caminar				x				x					x
camina				x		x							x
campana					x								
cansado				x		x		x		x			
cantar													
canta								x					
cara	x												
carne												x	
carro		x											
casa											x	x	x
casita												x	
cascabeles					x								
cebras												x	
cerca												x	
coger													
coge					x						x		
COLORS													
amarillas			x										
amarillo									x				
cafe			x										
rojas			x										
verdes			x										
comer												x	
comen												x	
comida												x	
como						x	x						x
conejito	x				x	x				x			
CONJUNCTIONS													
si				x									
y	x	x	x	x	x	x	x	x	x	x	x	x	
pero		x		x	x		x	x	x	x			
porque				x									
correr												x	
corren			x										

LANGUAGE ITEMS BY STORY
SPANISH (Continued)

ITEM	STORY												
	1	2	3	4	5	6	7	8	9	10	11	12	13
cortar												x	
cosas	x												
cuarto											x		
cubrir													
cubren			x										
cueva												x	
cumpleaños													x
dar													x
da					x		x						x
decir													
dicen	x		x					x		x			
dice			x	x	x	x	x	x	x	x	x		x
dedo	x												
DEMONSTRATIVES													
estos son	x		x										
este es	x	x		x		x		x	x	x			x
esta es	x										x		
eso es	x												
aquí están					x								
esta					x	x							
esto					x		x			x			
este										x	x		
día		x											x
días									x				x
doctor		x											
¿dónde...?										x			
dormir													
se duerme				x		x				x			
duerme						x							
echar													
echa									x				
elefante								x		x		x	
empujar													
empuja										x			
encontrar											x		x
encuentra				x						x			x
en seguida												x	
entonces				x									x
escondidos a los	x												
escuchar													
¡escuchen!					x								

LANGUAGE ITEMS BY STORY
SPANISH (Continued)

ITEM	STORY												
	1	2	3	4	5	6	7	8	9	10	11	12	13
espejo	x				x								
esperar													
¡espera!											x		
estar													
está				x		x	x			x	x		
estoy								x					
están												x	
familia									x		x		
flores	x												
focas												x	
frío							x						
fuerte													x
gatito		x			x	x							
gracias						x							
grande		x				x			x		x		x
gritar													
grita											x		
hacer	x							x				x	
hace							x						x
hasta						x							
hay				x	x								
helado												x	
hermana											x		
hermano									x		x		
hojas				x									
hoy													x
huevo										x			x
indito				x									
interrogation (by inversion)		x											
inversion			x		x	x	x	x			x		
after quote													
(other)						x	x		x	x	x		
ir a													
va a				x						x			x
voy a					x		x						x
vamos a					x			x			x	x	x
van (a)												x	x
vas a												x	
jaula											x	x	
jirafa								x				x	

LANGUAGE ITEM BY STORY
SPANISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
jugar							x						
juega	x												
¡juega!	x												
juguetes					x			x					
lana													x
lástima								x					
lastimar													
se lastima		x											
leche													x
león												x	
levantar													
se levanta						x				x			
libro												x	
llamar													
¡llama!											x		
llama											x		x
llegar													
llega					x								x
llevar											x		
loma				x		x		x					
lo que											x		
mamá	x			x		x	x		x		x		x
manana						x							
mano												x	
mas					x			x					
media					x								
mirar													
¡mira!			x		x	x	x	x			x		
se mira	x												
mírate	x												
mirando					x								
mono												x	
montar				x									
moverse													
se mueve										x			
muchas	x												
mucha												x	
mucho (adv.)				x									
muneca					x			x					
muy				x		x		x	x	x			
NEGATION simple		x		x	x		x	x	x	x			x
NEGATIVE words													
nada (after verb)		x								x			

LANGUAGE ITEMS BY STORY
SPANISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
nieve						x	x						
nino(s)			x										x
ninitos												x	
noche						x							
nochebuena					x								
NUMBERS													
dos				x								x	
oir													
oye		x									x		
¡oye!											x		
ojos		x											
oler													
huele	x												
¡huele!	x												
osa							x						
osito							x	x		x			
oso											x		x
osos												x	
otra vez							x						
otro (adj.)		x					x			x			
oveja													x
pagar											x		
pajarito		x			x	x						x	
pajaros												x	
pan												x	
pantalones							x						
panuelo		x									x		
papa	x			x					x		x		
parar													
se para								x					
parecer													
parece												x	
parque												x	
parque zoologica											x	x	
patines											x		
patito										x			x
pelo	x												
pelota											x		
pensar													x
piensa										x			x

LANGUAGE ITEMS BY STORY
SPANISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
pequenito								x			x		
perrero											x		
perrito		x			x								
pescado												x	
pescados												x	
pie										x			
piedrita										x			
pieles							x						
pies				x									
pintar				x									
plumas													x
podar													
puedo								x					
puede		x		x				x		x	x		
policia											x		
pollito													x
poner													
pone	x	x			x						x		
¡pon!	x						x						
ponerme							x				x		
se pone							x						
pontelo							x						
por favor								x					x
POSSESSION													
"de"	x	x									x		
mi							x			x	x		x
tu							x						
su				x		x			x	x	x		
mío							x						
PREPOSITIONS													
a				x	x		x				x		
al				x						x	x	x	
por				x	x								
de	x		x		x		x	x	x				x
con	x				x					x		x	
dentro del										x		x	
para					x		x	x				x	x
entre			x										
del					x					x	x		

LANGUAGE ITEMS BY STORY
SPANISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
sobre			x										
en	x			x	x	x	x				x	x	
encima del										x			
prisa								x			x		
PRONOUNS													
ellos	x												
tú	x									x		x	x
PRONOUN OBJECTS													
lo					x		x			x			x
le					x	x	x		x		x		
ti							x						
te					x		x						
nos								x					
pronto						x							
proxima vez											x		
punta					x								
que						x				x		x	x
¿qué...?		x			x		x			x		x	x
¡qué...!				x	x	x	x	x		x			x
querer													
quiere				x							x		
quieres				x			x						
quiro							x						
¿quién...?					x					x		x	
¿quiénes?												x	
quitar													
quita						x	x						
regalar													x
regalo					x								
reloj		x											
roca				x									
ropa						x							
ruido		x											
saber										x			
sabe										x			
saben	x												
sabes	x												x
sé													

LANGUAGE ITEMS BY STORY
SPANISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
sacudir													
sacude										x			
salida												x	
salir									x	x			
sale						x	x		x	x			
saltar													
saltan			x										
salta										x			
secreto													x
seguir								x					
sembrar													
siembra									x				
semillas												x	
semilla									x				
senor											x		
senora											x		
ser													
es				x	x		x	x		x	x	x	x
soy										x			
son												x	
si							x	x					x
solo													x
sombrero							x						
soplar													
está soplando			x										
sorpresa				x	x								
subir													
sube					x	x		x					
¡sube!					x								
suben					x						x		
tambien	x						x						
tambor				x	x								
tan													x
teléfono		x											
tener				x			x						
tengo						x	x				x		x
tiene				x								x	
tienes							x						x
tener que													
tengo que											x		
tienes que				x									
tiene que				x									
tiempo								x					

LANGUAGE ITEMS BY STORY
SPANISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
tierra			x										
tigre												x	
tirar													
tira										x			
tocar (touch)													
toca	x												
¡toca!	x												
tocar (play)				x									
todos los			x						x				
todo	x												
todos											x		x
tren		x						x					
trencito								x				x	
traer													
trae												x	
vaca													x
venir													
viene								x			x	x	
vienen											x		
ver		x			x							x	
ves					x								
veo					x								
ve						x					x		
viento			x										
volar													
vuelan			x										
ya				x								x	x
ya no				x									
yerba											x	x	
zanahoria									x			x	

LANGUAGE ITEMS BY STORY
EN ENGLISH

ITEM	STORY												
	1	2	3	4	5	6	7	8	9	10	11	12	13
again							x						
all	x		x										x
alone													x
also						x							
already													x
another		x						x		x			x
any							x	x					
anything		x											
ARTICLES													
a		x		x	x	x	x	x	x	x			x
an										x			
the	x	x	x	x	x	x	x	x	x	x			x
ask													x
asks													x
at last					x								
baby								x					
bad								x					
be													
(to) be							x						
is				x	x	x	x	x		x			x
am							x	x					
bear							x			x			x
beat													
(to) beat				x									
bed						x							
bell					x								
be to													
(we) are to								x					
big								x					x
bird		x			x	x							
birthday													x
blow													
is blowing			x										
break open													
breaks open										x			
brother									x				
bunny	x									x			
but													x
bye-bye	x												
call													
(they) call			x					x					
calls			x		x								

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
can													
(he) can		x		x						x			
cannot		x		x				x					
(I) can								x					
(they) can	x												
(you) can	x												
(it) could								x					
car		x											
carrot									x				
cat		x			x	x							
children			x					x					
chicken													x
Christmas						x							
climb													
climbs					x	x		x					
(to) climb				x									
climb!					x								
clock		x											
clothes						x							
coat							x						
cold							x						
colors			x										
COLORS													
brown			x							x			
green			x										
red			x										
yellow			x										
come													
comes								x					
come up													
(it) won't come up									x				
(to) come up									x				
comes up									x				
come out													
comes out										x			
CONJUNCTIONS													
and	x	x	x	x	x	x	x	x	x	x			x
because				x									

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
but		x		x	x		x	x	x	x			x
if				x									
CONTRACTIONS													
can't								x					
doesn't										x			
don't					x								x
I'll					x								x
I'm								x					
it's					x		x	x					x
let's					x								x
that's	x						x						
wasn't							x						
what's					x								
won't							x		x				x
wouldn't										x			
cover													
(they) cover			x										
cow													x
cry													
(they) cry								x					
daddy	x												
dance													
(to) dance				x									
day		x					x	x	x	x			x
DEMONSTRATIVES													
here are	x		x		x								
that		x		x	x		x	x	x	x			
this					x	x		x		x			x
this is	x	x		x	x	x	x		x	x			x
do													
(to) do	x							x					
doctor	x												
dog		x											
doll					x			x					
drum				x	x								
duck										x			x
egg								x					
eggs													x

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13
elephant								x		x			
engine								x					
every									x				
eyes		x											
face	x												
fall													
(they) are falling			x										
(it) is falling						x	x						
(it) keeps falling			x										
fall asleep													
falls asleep				x	x	x				x			
family									x				
father				x									
feathers													x
feet				x									
fellow										x			
finally					x								
find													
(it) finds				x						x			
finger	x												
fire engine		x											
flowers	x												
fly													
(they) are flying			x										
foot										x			
friends												x	
full								x					
fur							x						
further								x					
get													
gets						x							x
get down													
gets down					x								
get up													
gets up						x							
get out of													
(to) get out of										x			
giraffe								x					
give													x
gives					x		x						x
go													
goes				x		x							x
I'll go					x								x
(to) go								x					

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	STORY												
	1	2	3	4	5	6	7	8	9	10	11	12	13
good!							x	x		x			x
goody!					x	x							
go out													
goes out			x				x						
ground			x										
guess													x
hair	x												
handkerchief		x											
happy		x		x	x		x	x	x	x			
hat							x						
have													
(he) has				x									
(to) have				x				x					x
(you) have							x						x
hear													
(to) hear		x			x					x			
(he) hears		x								x			
help													
help!								x					
here							x	x					
hill				x		x		x					
his				x									
home													x
horse				x	x	x							
how						x							
hug													x
hurt													
(he) hurts		x											
in-a-hurry								x					
Indian				x									
INTERROGATION													
with be										x			
with do		x			x		x	x					
Inversion after quote			x			x	x	x					
Jingle bells				x									
jump													
(they) jump			x										
jumps										x			
know													
(I) know					x								
(he) would know										x			

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	STORY												
	1	2	3	4	5	6	7	8	9	10	11	12	13
know how													
knows how						x							
lamb													x
large		x			x								
leaves			x										
like													
would like				x									
listen!					x								
little (adj.)		x		x	x	x	x	x		x			
little (adv.)					x								
look													
look!	x		x			x	x	x					
look at!			x				x	x					
(to) look			x										
to look for				x									x
(she) looks	x												
lots of	x												
make													
(it) made		x		x	x		x	x	x	x			
meet													
meets													x
mama							x						
milk													x
mirror	x				x								
mommy	x												
more		x					x						
morning													x
mother				x		x	x		x				x
moving										x			
must													
(he) must				x									
(you) must				x									
NEGATION													
with do		x		x	x			x	x	x			x
with have				x									x
new												x	
night					x								
nothing									x	x			
now	x	x		x		x	x	x		x			x

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
NUMBERS													
one		x				x		x	x	x			x
two				x									
oh!					x		x	x		x			
ones			x										
open up													
(to) open up										x			
outside					x	x							
paint													
(to) paint				x									
pants							x						
pat													
pats	x												
pat...!	x												
peek-a-boo	x												
plant													
plants									x				
play													
plays	x												
play...!	x												
(to) play							x						x
please								x					x
POSSESSION ('S)													
his	x	x		x		x			x	x			x
my							x			x			x
our												x	
your	x				x		x						
PREPOSITIONS													
at			x		x								x
before					x								
down					x	x							
for				x	x		x	x					x
from					x								
in	x		x			x							x
inside										x			
like						x							
of			x		x			x					

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
on top of										x			
over		x											
to				x			x						
through	x		x										
up				x	x	x		x					
with	x				x					x			x
present					x								x
PRONOUNS													
he									x	x			x
I				x	x		x						x
it					x		x	x		x			x
that		x		x									
they	x												
you	x			x			x			x			x
PRONOUN OBJECTS													
it							x		x				
them					x								
us								x					
you							x						
puppy					x								
push													
pushes										x			
put													
(he) puts	x	x											
put...!	x						x						
put on													
puts on							x						
(to) put on							x						
put on...!							x						
rabbit					x	x							
ride													
(to) ride				x									
ring (n.)	x				x								
rock				x						x			
run													
(they) run			x										
say													
says				x	x		x	x	x	x			x
(they) say	x		x										

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
secret													x
see													
(to) see		x		x									
sees						x							
(I) see					x								
I'll see					x								
seed									x				
shake													
shakes										x			
sing													
sings								x					
sister											x		
sleep													
is sleeping						x							
sleeps						x							
smell													
smells	x												
smell...!	x												
snow						x	x						
so				x			x	x					
something							x			x			x
soon						x							
sound		x											
start													
starts					x								
steep								x					
stocking					x								
stop													
stops								x					
surprise				x	x								
take off													
takes off						x	x						
take													
takes					x								
teddy bear								x					
telephone		x											
tell													
(to) tell										x			
thank you					x								x
that								x		x			
there is no				x									
things	x												

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
think								x					
thinks													x
throw													
throws										x			
time								x					
tired				x		x		x		x			
today													x
tomorrow						x							
tonight						x							
too	x						x	x					
top					x								
touch													
touches	x												
touch...!	x												
toys					x			x					
train		x						x					
tree				x	x								
try													
is trying										x			
until						x							
very		x		x	x	x	x	x	x	x			
wake up													
wakes up										x			
walk													
(to) walk				x		x							
walks				x		x							x
want							x						
water (n.)				x									
water													
waters									x				
what...?		x			x		x	x		x			x
what a...!				x	x								
where...?										x			
who						x							
whisper													
whispers													x
who...?						x				x			
wind (n.)			x										
wish													
(you) wish			x										
wonders										x			
woods				x									
wool													x
yes							x						
zoo												x	

Publications, Reports, Publicity.

Newspapers and Professional Journals.

World Telegram, New York, N. Y.	March 11, 1964
Staff Bulletin of the New York City Schools, New York, N. Y.	September 14, 1964
Foreign Language Reporter, Miami, Florida	October 11, 1964
New York Times New York, N.Y.	January 14, 1965
Westside News & Moringsider, New York, N. Y.	January 28, 1965
The Texas Bulletin, University of Texas, Austin, Texas	February, 1965
The 87 Bulletin PA Bulletin, New York, N.Y.	January-February, 1966
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Christian Science Monitor, Boston, Mass.	June 5, 1966
American Psychological Association, International Congress of Psychology, Moscow, U.S.S.R.	August, 1966
Publications Of The Modern Language Association, New York, N.Y.	September, 1966
Audio-Visual Instruction, National Education Association, Washington, D.C.	October, 1966
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English Instructional Materials Center, Modern Language Association, New York, N.Y.	January, 1967

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Publications of the Modern Language Association New York, New York	(Scheduled) January, 1967

Television Networks

Columbia Broadcasting System, Television Network	February, 1965
National Broadcasting System, Television Network	June, 1965
Canadian Broadcasting System, Television Network	June, 1966

Professional Presentation and Workshops

Department of Audio-Visual Instruction National Convention, National Education Association, San Diego, California	April, 1966
Educational Staff and Guests, P.S. 87M, New York, New York	May, 1966
New York City Board of Education Committee on Teaching of English as a Second Language, New York, N.Y.	May, 1966
Educational Staff Department of Education St. Thomas, Virgin Islands	August, 1966
Supervisory Staff Department of Education Volusia County, Florida	November, 1966
Center on Innovation, New York State Department of Education, Albany, New York	December, 1966

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The New York Times. THURSDAY, JANUARY 14, 1965.

Language Teaching Tried in Kindergartens

Test Program Being Conducted in Eight of City's Schools

By ROBERT H. TERTE

Muffin, a friendly little make-believe puppy wearing a blindfold, went to kindergarten the other day and was greeted with more excitement than Mary's lamb.

With skillful help of Mrs. Martha Acosta, he made the children not only "laugh and play," but also answer questions in both Spanish and English.

Mrs. Acosta spends 15 minutes a day in each of eight public school kindergarten classes as part of an experimental program in "language readiness." Completely bilingual herself, the 27-year-old, Cuban-born teacher introduces Spanish to the English-speaking children and encourages Spanish - speaking children, through the use of their own language, to make progress in speaking English.

Accompanying the lessons on the guitar, Mrs. Acosta teaches familiar nursery songs such as "Ten Little Indians" in both Spanish and English. The children learn to count and to play games like "Simon Says," in which the instructions are alternated in the two languages.

New Story Each Week

A new story is introduced to the class each week, with a brief explanation in English. Mrs. Acosta then tells the story in Spanish, illustrating it visually with over-sized books and audibly with prerecorded tapes. The stories repeat simple words and phrases and require the children to respond by word or action.

"Guess who came to visit us today?" Mrs. Acosta asked the children during a recent session. "Muffin?" shouted the children, who were wiggling in anticipation in the chairs grouped about her.

Replacing her sunny smile with a sad expression, Mrs. Acosta explained how one day Muffin hurt his eyes, and el doctor put un panuelo grande (a big handkerchief) over them.

"Ahora, Muffin no puede ver," Mrs. Acosta said, covering her eyes. "Pero, puede oir," she explained, as the children imitated her as she cupped a hand over her ear.

With Muffin they identified the recorded tick-tock of el reloj, the screaming siren of el carro de los bomberos on its way to a fire and the excited barking of un otro perrito, Muffin's friend.

Two Purposes Explained

The children may answer in either English or Spanish, but Mrs. Acosta usually directs the questions to individual children in the language that is foreign to them. When the project began last October, none of the English-speaking children knew Spanish and the Spanish-speaking children ranged in ability from totally non-English-speaking to completely fluent.

Dr. Paul E. King, co-director of the project with Prof. Mary Finocchiaro of Hunter College's department of education, said that it had two main purposes: to develop bilingual readiness at a time when children learn languages easily, and to develop respect for the culture and language of other ethnic groups as well as one's own.

The lessons with the special teacher often give the regular teacher new insight into the abilities of Spanish-speaking children who may be silent and withdrawn in a class where English alone is spoken.

The two-year project, sponsored by a grant from the United States Office of Education, will be extended next year into the first grades of the three participating schools, Public Schools 87 at 160 West 78th Street; 145 at 150 West 105th Street; and 191 at 210 West 61st Street, all in Manhattan.

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BILINGUAL READINESS PROJECT IN PRIMARY GRADES

U. S. Office of Education Project D-107
Hunter College of the City of New York Project 301
19 Grand Avenue • Englewood, New Jersey

Phone: (201) 567-5200 or
(212) 943-5270

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Se Habla Espanol in Local Kindergartens

This is the ninth in a series of articles on public, private, and parochial schools on the West Side. Each of the preceding articles has dealt with one particular school. This week's piece focuses on a special language speaking program which is being held in three local public schools.

By **BARBARA WAXENBERG**

In New York City's public schools, Spanish speaking and English speaking children work side by side — and frequently their worlds do not touch.

In eight kindergartens in the West Side's school districts 6 and 8, 200 children of varied background are interchangeably using Spanish and English as they act out stories, sing songs, play games, learn to count, and join together in the shared world of fantasy.

Public Schools 87, 145, and 191 have been selected as test sites for a two year language readiness program directed by Dr. Paul E. King and Prof. Mary Finocchiaro of Hunter College and sponsored by a $145,000 grant from the U. S. Department of Health, Education, and Welfare.

The program aims at demonstrating that the integration into the American culture of non-English speaking children and the teaching of a foreign language to the English speaking can occur simultaneously and be made to support and reinforce rather than conflict with each other.

Urgent Need

The large waves of in-migration of a Spanish speaking people have made it imperative to find means of spurring a rapid development of a degree of fluency in English that would make participation in the regular mainstream of school life possible.

This sometimes unmotivated imprinting has too often resulted in a sense of alienation from the native language and culture and a feeling of distance from family members.

At the same time, the English speaking child spends years coping with the learning of a foreign language. Having observed the process through which his non-English speaking peers are urged and required to become completely integrated into his way of life, he feels little need to recognize any other language and culture as equal to his own.

The belief in the primacy of English was recently demonstrated by an eight year old who asked, "But doesn't everyone **think** in English?"

The Three Schools

Public Schools 87, 145 and 191 were selected for the Bilingual Readiness Program because of the bi-ethnic classroom structure in each school. Pre-testing revealed that the native Spanish speakers had skills in English varying from zero to complete fluency. The native English speakers had no knowledge of Spanish.

A single teacher, the completely bilingual, Cuban-born, Mrs. Martha Acosta spends 15 minutes a day in each of the eight kindergarten classrooms. Her keys to the land of bilingual make - believe include a guitar, puppets, illustrations drawn from children's books, pre-recorded tapes, and her youth, verve, and natural and enchanting manner. A child's love of story telling, mimicry, repetition, acting out, pantomime and song are her vehicles.

A children's story forms the framework of the lesson. Stories are always introduced in English but are told in Spanish against the backdrop of enlarged (14 by 18 inch) illustrations.

Language is limited and repetitive and combined with postural and facial gestures. To the English speaking the comprehension of a story told in Spanish represents an intellectual challenge, a mystery to be let in on. For the Spanish speaking the joy of hearing a story told in his native language carries with it the realization of implicit acceptance

Target Language

Mrs. Acosta directs her questions to the children in the target language — English to the Spanish speaking, Spanish to the English speaking — but the child may respond in either language, or as frequently happens, in both.

Bilingual songs and action games are selected to enhance the story theme which changes approximately every two weeks.

Often a song or game is created to highlight the language patterns or vocabulary of the story. Songs are introduced in both languages with a stanza in one language following a verse in the other.

"All we want," states Dr. King whose grant request received immediate government acceptance, "is to have the child retain a natural instinct for the many ways of conveying a thought — to recognize that his own native language is not the center of the world."

Well Received

The result of all this is delight on the part of the children, unequivocal support on the part of the parents and an enthusiastic desire to participate on the part of the regular kindergarten teachers.

Recently, at P.S. 145, the children "wrote" stories describing their feeling about the program. "My mother always used to say 'Mira' to me," stated a five year old whose parents were born in Puerto Rico. "I didn't know what it meant. Now I know. I am learning Spanish in school. When my mother gives me something, now I say 'Gracias''

Each of the eight classes is equipped with a tape recorder and has been supplied bilingual tapes of the songs and action music of the program. These are used by the kindergarten teachers in follow-up activities of their own.

Two families who were previously considering private schools for first grade placement have decided to keep their children in the public school they are now attending on the strength of this type of enriched program.

Future Advances

Future plans call for the careful use of electronic instrumentation in order to increase the simultaneous aspects of the program. Thought is being given to means of presenting through wireless a bilingual story so that native Spanish apeakers would hear it exclusively in English speakers would hear only the Spanish version.

In the Fall of 1965 the project will move into first grade classes which will be formed from the original eight kindergartens. At the same time, the program will be re-introduced into new kindergartens so that the experiences of the first year can be reviewed and re-evaluated and the program improved and perfected.

It is hoped that when the experimental program terminates in June, 1966, the New York City school system, which is trying to broaden the base of its foreign language program, will assume sponsorship.

BILINGUAL READINESS PROJECT IN PRIMARY GRADES

U. S. Office of Education Project D-107
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BILINGUAL READINESS IN PRIMARY GRADES

In 1964, the U.S. Office of Education awarded a 2-year grant to a project proposed by Dr. Paul E. King entitled *Bilingual Readiness in Primary Grades.* The project is administered by Hunter College in cooperation with the Board of Education and directed by Dr. Mary Finocchiaro and Dr. Paul E. King. The three schools selected for this project were PS 87, PS 145, and PS 191. Last school year, when only 7 Kindargartens were involved, one Bilingual Specialist teacher taught all the classes; this year, as the program was expanded to include also the first grades, a second teacher was added. The program is now in its second year at PS 87, with Mrs. Carmen Ayerbe as the Bilingual Teacher Specialist. She spends 15 minutes each morning in each of the three Kindergartens—Mrs. Scher, Mrs. Dannenberg, Mrs. Greenberg—and in two first grade classes largely composed of last year's participating children—Mrs. Dryer and Mrs. Gombrecht. The program is coordinated by Mrs. Eva King.

What is it all about? How does the program differ from other language programs? What is the point and what does it do? These are questions often asked.

The project aims to demonstrate that the presence of two (or more) language and ethnic groups within the confines of one classroom, a fact which had often been thought to conflict, could actually be turned to advantage so that the needs of the English-speaking child to acquire a basic start toward the command of a foreign language and the need of the Spanish speaking child to acquire a good knowledge of English (without giving up their own language skill) can be met simultaneously.

The basic emphasis in the program is not, however, isolated language skills as such but meaningful communication through complete ideas, thoughts, feelings and actions. It it felt that the children participating in this program have come to feel that ideas and feelings can be communicated in a number of ways through any number of languages.

What do the children do, and how do they learn this? The Bilingual Readiness Project had proposed to accomplish this aim mainly through the use of stories, songs and action games. By the end of the year, the children could be intimately familiar with about fifteen stories and with about twice as many songs, and to have a good understanding of the contents of these, both in Spanish and in English. By this time of the year, the children have sung about fifteen bilingual songs and heard and dramatized about six bilingual stories. A great number of action games and even dances are also a coordinated part of the program.

Thus, about every two weeks a well known children's picture book story and its many variations (telling and re-telling, role playing, dramatizations, choral repetitions, puppetry, musical adaptations, etc.) forms the central theme of a lesson unit. Special "Giant Book" illustrations—an enlarged 14 x 18 inch format is carefully prepared—provide the basis for bilingual communication and convey the meaning of the story. English is used as an introduction and comprehension check for the story, while Spanish is used for the actual telling of the story itself. This is the most exciting part of the program. To the English-speaking children the all-Spanish presentation seems to be a stimulating intellectual challenge—an exciting puzzle to be solved. The Spanish-speaking children, in turn, listen eagerly, obviously enjoying the rare privilege of story-telling in their own native language. The children are encouraged to participate in either language and/or through bodily responses.

The many bilingual songs are coordinated to relate to the story themes, such as "Walking in the Snow", or "The Wind is Blowing About Me" or "Pretty Leaves Fly All Around Me". All songs are always taught in both languages. Many times a song or a game highlights and supports other readiness skills, as for example numbers readiness through the drumming game or the Indian song.

It is the world of childhood imagination that all children share in common, and music and language go hand in hand. When children of various language and ethnic groups have "walked in the snow" with Pedro on a snowy day or have "run through the leaves" with Juan and Maria in their stories, they have shared and experienced a feeling which should form a basis for formal language acquisition in future years. In the meantime they have also shared together the common bond of childhood joys.

What of the future? While the future of the Bilingual Readiness Project is not yet known beyond the two-year grant, there is now developing a tested methodology and program materials suitable for children from pre-school through primary grades and adaptable to a variety of classroom constellations.

BILINGUAL READINESS PROJECT
IN PRIMARY GRADES
19 Grand Avenue
Englewood, New Jersey

Reprinted from:

West Side News and Morningsider, May 12, 1966

Se Habla Espanol y Ingles In 3 Public Schools Here

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AVAILABLE AT TIME FILMED

By Barbara Waxenberg

Pancho and Ramona have been attending kindergarten in three West Side public schools, to the delight of their fellow classmates, for over two years. But they may come no more.

They and their friend Muffin, a puppy with bandaged eyes who **no puede ver** but can hear, have been participating in a bilingual world of fantasy.

For Pancho and Ramona are puppets—props in a two year demonstration project in methods of introducing a foreign language to the very young while simultaneously teaching English to the Spanish-speaking classmates.

Needs Board Money

Funds for the bilingual (Spanish-English) readiness program, which has received unconditional support from parents and gleeful response from children, will run out in June of this year.

If the program, originally sponsored by a $145,000 grant from the Department of Health, Education and Welfare, is to continue, the New York City Board of Education will have to finance it. At present the Board has made no commitment to the program.

Under the program, a bilingual teacher spends 15 minutes a day in kindergarten and first grade classrooms in PS 87, 145, and 191. Her keys to the land of make believe include puppets, illustrations of well-known children's stories, a guitar, and a manner which encourages freedom of response in English, in Spanish, or even in squeels.

A familiar tale—Little Bear who is cold, the Indian Boy who dreams of owning a horse—forms the framework of the lesson. Stories are always introduced in English but are told in Spanish against the backdrop of enlarged (14 X 18 inch) illustrations.

Language is simple and repetitive and meaningful to all the children.All senses are involved as the children enter into and reenact the story. They feel a rabbit's fur, taste a carrot (unfamiliar to the Puerto Rican child), smell a flower, and listen to the ticking of **el reloj**, or the siren of **el carro de los bomberos.** Children may respond to questions in either English or Spanish, but the questions are usually put to them in the unfamiliar language.

PUPPETS PANCHO AND RAMONA talk Spanish and English with grade school pupil Gabrielle. Mrs. Eva King, coordinator of the bilingual project, manipulates the puppets.

Quick Results

After two years, Dr. Paul King co-director of the project reported, 'children who originally had no knowledge of Spanish now could comprehend several hundred words.

But the results are far broader. In New York City's public schools, Spanish-speaking and English-speaking children work side by side—and frequently their worlds do not touch.

The Spanish-speaking child is pushed toward rapid assimilation into an English-speaking world, pressure which implies a devaluation of his own culture.

Somewhat arbitrarily, the English-speaking child is exhorted to learn a foreign language. In these kindergartens and first grades, the two processes reinforce each other in a natural give and take.

"David pronounces more clearly and is far more willing to accept his language because of the program," reports a Spanish-speaking mother. "Erika is very aware of the Spanish language when she hears it on the street. I am impressed with the fact that she sings Spanish songs and talks about the progress of a Spanish-speaking boy who is now doing much better because he is learning English," says another.

It is estimated that a budget of $20,000 per year would insure the continuance of the program.

**BILINGUAL READINESS PROJECT
IN PRIMARY GRADES**
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BILINGUAL READINESS PROJECT DESCRIBED

By PAUL and EVA KING

"She can reach them where I can't," observed a veteran kindergarten teacher as she watched the bilingual teacher in action with her own pupils during one of the daily 15-minute lessons. *She can reach them where I can't*: This brief comment not only pinpoints the problem as it exists today in many classrooms containing 2 (or more) large blocks of children with different native language backgrounds; it also sums up the main objectives of a demonstration project entitled *Bilingual Readiness in Primary Grades*.

The project aims to demonstrate that today's 2 major linguistic needs, i.e. the need of the young non-English speaker to gain a good command of English in a monolingual American society, and the need of the young native-English speaker to speak also a FL in a multilingual world society, can be made to actually support and reinforce each other rather than conflict with one another—as they so often do in so many classrooms in the US, with frequent disastrous results in later school years (dropouts and near-illiteracy on one hand, and forfeiting of the bilingual age on the other).

Some of the known factors which have formed the basis for this project include the following:

(1) A child's aptitude for language—both "native" and "foreign"—is greatest during pre-school and primary school years.

(2) A 5-year old child is still relatively free of negative attitudes, cultural and lingual. Environmental experiences mold future attitudes.

(3) Young children can often learn more from their peers than from adults.

(4) A "minority" of 25–50% of native-Spanish speakers whose English language skill varies from zero up to fluency, is no longer just another small group of immigrants ready to be molded into the English-only stream of the American classroom. When numbers reach such proportions in one classroom, they create their own problems of language and attitudes, and inversely affect the attitude of their English-speaking peers toward another culture and language.

Progressing from these basic factors, the objectives of the *Bilingual Readiness Project* were stated as follows: to demonstrate that the reality of 2 large language groups within one classroom can be utilized to develop

(1) bilingual readiness in English as well as in Spanish among both language groups;

(2) positive attitudes and respect for one's own native language and culture as well as the culture and language of other ethnic groups.

A total of 8 kindergartens in New York City's School Districts 6 and 8 were chosen to participate in the program. Here the natural constellation of the classrooms was such that they contained a large Spanish-speaking minority (mostly of Puerto Rican origin), a large English-speaking white middle class minority, and a large English-speaking Negro minority. Each school had its own dominant minority of these 3 groups.

No selections whatsoever were made with regard to intelligence, age, emotional adjustment, socio-economic background, readiness, or aptitude. Altogether, 200 children began to partake in the program this fall of 1964.

From the outset, the 15-minute-per-day limitation required some decision as to program content. Since it was obviously not possible to immerse the entire 2½ hours of the kindergarten into the bilingual atmosphere, it was decided to channel the program's efforts into those areas of the kindergarten activities where language communication—both passive and active—was engaged in by all of the children the most. Story telling and drama, singing and other musical and rhythm activities, and interaction games seemed best suited as a basis for the program. In addition, these kindergarten activities also appeared largely teacher-directed, in contrast to other more individual children-directed activities which seemed not to fit as naturally into a bilingual program limited to a 15-minute time span.

Program preparations started many months prior to the classroom activities with pre-selection and then adaptations of materials. Practical experience soon indicated the need for further continuous revisions and improvements. This dual program planning—long range as well as week-to-week—is anticipated to continue for some time, thus giving the Demonstration Project also experimental and developmental characteristics.

Once it was decided that the kindergarten story and its many variations (telling and retelling, role playing, dramatizations, pantomime, puppetry, musical adaptations, choral repetitions, etc.) would, for the present, form the central bilingual theme of a lesson unit, certain elements were looked for in the selection of the stories:

(1) The story had to be worth telling.

(2) It had to have sound emotional and psychological appeal to children regardless of their ethnic or socio-economic background.

(3 The pictures had to be of high artistic quality yet simple and "telling," since this visual element formed the unifying factor in the children's bilingual experience.

(4) The story had to contain a minimum number of words and a maximum of pattern repetitions for optimal language learning.

It soon became evident that even the best of the American children's story books as well as the newer controlled vocabulary stories had to be simplified and patterned further; that the illustrations had to be enlarged (a 14" x 18" format is used); and that even fine pictures had to be devoid of details which could confuse the specific lingual communication, yet at the same time had to convey the meaning of the story.

At present, both English and Spanish have come to be used in several specific and repetitive ways which the children have learned to expect and look for. English is used as an introduction and conclusion for the story, as an occasional "audience aside" during the story telling, and as a comprehension check by way of questions following the story. Spanish is the lingual vehicle for the actual telling of the story itself.

This procedure establishes a language emphasis which was found desirable for meeting the needs of both language groups as they presented themselves in the fall. At the same time, all programs are designed so that the language emphasis can be interchanged. This built-in flexibility makes it possible to adjust to growth in language development as well as to different classroom constellations.

At present the most exciting part of the program appears to be the original presentation of the story in Spanish during which all the children listen in rapt attention. To the English-speaking children the all-Spanish presentation seems to be an intellectual challenge and an exciting puzzle to be solved. The Spanish-speaking children, in turn, listen eagerly, obviously enjoying the rare privilege of story-telling time in their own native language.

Bilingual songs and action games also are chosen to relate to the story theme, and a song or game is often created specially to highlight language patterns or vocabulary of the story. All songs are always introduced in both languages, i.e. a Spanish verse follows an English verse, or vice versa.

In addition to bilingual stories, songs, and games, the children engage every day in some pattern practice. Here, as in all teacher-pupil dialogue activities of the program, the bilingual teacher attempts to stimulate or cue each child in either target language without exerting any pressure. The children are simply encouraged to participate actively according to their abilities. Sometimes this takes the form of a bodily response, sometimes mimicry in the target languages, sometimes a choral response, and sometimes a creative response in the native or target languages. In this manner it is hoped that the children will come to feel that ideas and feelings can be communicated in a number of ways, through any number of languages.

To date, the program has operated in the classrooms for 2½ months and it has been presented "live" by the bilingual teacher. Future plans call for the careful use of electronic instrumentation in order to increase the simultaneous aspects of the program. It might be possible, for instance, to present a bilingual story so that the native-Spanish speakers would hear it exclusively in English, while, at the same time, the native-English speakers would hear only the Spanish version so that the entire class remains together engaged in the same activity.

The 8 kindergarten teachers, who from the start have shown unusual sensitivity to the objectives of this Project, continue to express their desire to participate more actively in the program and expand it through follow-up activities of their own, beyond the 15-minute per day limitation. Presently, each of the 8 classes is equipped with a tape recorder and the kindergarten teachers have been furnished cartridge tapes containing bilingual recordings of all the songs and action music which the program has used so far. These tapes are used by the kindergarten teachers on different occasions (such as milk recess) for additional listening practice, or during a song activity of their own.

Parents of all ethnic and racial groups, as well as school administrators, are supporting the Bilingual Readiness program with enthusiasm. This seems significant at a time when the New York City school system, like so many others, finds itself in the midst of pressures from various groups. The English-speaking parents have embraced the project as a welcome enrichment program; the Spanish-speaking parents have expressed warm feelings for the program; and often parents of either group have come to visit.

Both teachers and parents have expressed thoughts about the possibilities of expanding the program into more kindergartens, and perhaps down to still younger levels; some look beyond the program's completion in 1966 with a view that it be carried through the entire Primary sequence, and from there provide continuity with FLES programs.

The project itself will move in the fall of 1965 into Grade 1 classes to be formed out of the original 8 kindergartens of the preceding year. Simultaneously, the program will be re-introduced into new kindergartens so that the experiences of the first year can be reviewed and reevaluated, and the program improved and perfected.

BILINGUAL READINESS PROJECT IN PRIMARY GRADES

U. S. Office of Education Project D-107
Hunter College of the City of New York Project 301
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THE CHRISTIAN SCIENCE MONITOR

Saturday, June 4, 1966

'Adios' language barriers!

By Mary Kelly
Special correspondent of
The Christian Science Monitor

By John Littlewood, staff photographer

All pictures speak the same language

Mutual respect, as well as a second language, grows from bilingual classes at P.S. 87, New York City. Mrs. Carmen Ayerbe's pupils are enjoying animal pictures, naming them in Spanish and in English.

New York

She is a little blond Anglo-Saxon. She is five years old.

"Doy el libro," she says, extending a book to a Puerto Rican boy.

"Thank you," he says clearly, smilingly accepting the book she has just said she is giving him.

Bilingual exchange begins early at P.S. 87. The school is at 160 West 78th Street in a Spanish-speaking neighborhood. Here, interaction between kindergarten children is the purpose of a language preparation program started two years ago.

The project, sponsored by Hunter College and the Board of Education, was launched by a grant from the United States Office of Education. But at present there is some doubt whether funds will be forthcoming for its continuance.

Puppets, picture books and songs do most of the work. The children join in with questions, comments, singing and "acting things out."

A bilingual teacher, Mrs. Carmen Ayerbe, spends 15 minutes a day in the kindergarten and in each primary classroom at this school.

We watched Mrs. Ayerbe, seated in front of her class with a guitar. With a skill that seemed to spring from joy first, instruction next, she guided her juvenile audience through the delights of a "visit" to the zoo.

First there was the train trip. Choo-choo-choo. Small feet swung into the rhythm. At first they remained seated in a ring, some with hands on knees, all but dancing as they sat. Then they got up, became a train, each with two hands on the shoulders of the child in front.

When they "arrived" at the zoo, they sat once more. In a giant picture book they could all see the animals.

English and Spanish words flew back and forth. A "perro" [dog]? No. A kangaroo.

"Adios guitar," sang out a little boy in red corduroy pants, as the teacher left for music in another classroom.

Outside were the never-ending street noises.

"These children are overbombarded by noise," says Mrs. Eva King, coordinator of the program.

"In self-defense they shut out much that they hear and see. They need to be sensitized to what school can offer them. Repetition of basic thoughts in simple language, opportunity to identify with characters in a story help to bring the response we look for."

In checking with parents, Dr. King found strong support for the program. In addition to learning each other's language, the Spanish-speaking and English-speaking children are finding that they share the same world.

"The program is giving the Puerto Rican child more confidence and status," said a teacher. "It gives to both a respect for another culture."

A favorite success story of this kindergarten is of a little girl who was invited to a party at the home of a Cuban family. Why was she invited? Because she now speaks Spanish.

BILINGUAL READINESS PROJECT
IN PRIMARY GRADES
19 Grand Avenue
Englewood, New Jersey

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NEW MATERIALS FOR THE TEACHING OF ENGLISH: THE ENGLISH PROGRAM OF THE USOE

Hunter College of the City University of New York

Bilingual Readiness in Primary Grades (King)

The Bilingual Readiness Project aims to demonstrate that the need of the young non-English speaker to gain a good command of English in a monolingual American society and the need of the young native-English speaker to speak a foreign language in a multilingual world society can be made to support and reinforce each other rather than conflict with one another, as they often do in many classrooms in the United States.

The Project is based on the following observations: (1) A child's language aptitude is greatest during pre-school and primary school years; (2) A five-year-old child is still relatively free of negative attitudes, cultural and lingual; (3) Young children can often learn more from their peers than from adults; (4) A "minority" of 25–50% of native-Spanish speakers whose English language skill varies from zero to near fluency is no longer just another group of immigrants ready to be molded into the English-only stream of the American classroom. Such proportions create their own problems of language and attitudes, and inversely affect the attitude of the English-speaking peers toward another culture and language.

***The Bilingual Readiness Project*, under the direction of Paul and Eva King, is working to demonstrate that two language groups within one classroom can be utilized to develop (1) bilingual readiness in English as well as in Spanish among both language groups; (2) positive attitudes and respect for one's own native language and culture as well as the language and culture of other ethnic groups.**

Three public schools in New York City's School District 5 provided a total of eight kindergartens during the project's first year, and a total of six kindergartens and four grade one classes during the second year for participation in the program.

Each classroom contained a large Spanish-speaking minority, a large English-speaking, white, middle-class minority, and a large English-speaking Negro minority. No selections were made with regard to intelligence, age, emotional adjustment, socio-economic background, readiness, or aptitude. The program was carried out by a bilingual teacher specialist on a fifteen-minute-per-day basis.

Because the time limitation required some decision as to program content, it was decided to concentrate on those areas of early childhood activities where language communication, both passive and active, was most engaged in by all of the children: story telling and dramatization, singing and other musical and rhythm activities, and interaction games. Program preparations started months before the classroom activities with selection and adaptation of materials. Experience indicated the need for continuous revisions and improvements. The long-range as well as week-to-week program planning gave the Demonstration Project experimental and developmental characteristics.

Once it was decided that the children's picture-story and its many variations (telling and retelling, role playing, dramatizations, pantomime, puppetry, musical adaptations, choral responses, etc.) would, for the present, form the central bilingual theme of a lesson unit, certain elements were looked for in the selection of the stories: (1) the story had to be worth telling; (2) it had to have sound emotional and psychological appeal to children regardless of their ethnic or socio-economic background; (3) the pictures had to be of high artistic quality yet simple and "telling," since this visual element formed the unifying factor in the children's bilingual experience; and (4) the story had to contain a minimum number of words and a maximum number of pattern repetitions for optimal language learning.

Even the best of American children's storybooks as well as the newer, controlled vocabulary stories had to be simplified and patterned further; illustrations had to be enlarged (a 14"×18" format is used); and even fine pictures had to be devoid of details which could confuse the specific lingual communications, yet had to convey the meaning of the story.

Either target language has come to be used in several specific and repetitive ways which the children have learned to expect. All programs are so designed that the language emphasis can be interchanged to meet best the classroom needs of both language groups. Spanish, for instance, might be used as an introduction and conclusion for the story, as an occasional "audience aside" during the story telling, and as a comprehension check by way of questions following the story. English, in turn, would be the lingual vehicle for the actual telling of the story. This built-in flexibility also makes it possible to adjust to growth in language development.

The most exciting part of the program appears to be the original presentation of stories. To the English-speaking children an all-Spanish presentation, for instance, seems to be an intellectual challenge and an exciting puzzle to be solved. The Spanish-speaking children, in turn, listen eagerly, obviously enjoying a story told in their native language. These positive feelings form the basis for motivation to communicate in either language.

Bilingual songs and action games also are chosen to relate to the story theme, and a song or game is frequently created specially to highlight language patterns or vocabulary of the story. In addition to bilingual stories, songs, and games, the children engage every day in some pattern practice. Here, as in all teacher-pupil dialogue activities of the program, the bilingual teacher attempts to stimulate or cue each child in either target language without exerting any pressure. The children are encouraged to participate actively according to their abilities. Sometimes this participation takes the form of a bodily response, sometimes mimicry in the target languages, sometimes a choral response, and sometimes a creative response in the native or target languages. In this manner the children come to feel that ideas and feelings can be communicated in a number of ways, through any number of languages. The simultaneous aspects of the program can be increased through properly applied electronic instrumentation. It is possible, for instance, to present a bilingual story so that the native-Spanish speakers hear it exclusively in English, while, at the same time, the native-English speakers hear only the Spanish version; yet the entire class remains together engaged in the same activity.

All kindergarten and grade one teachers participated actively in the program and expressed a desire to expand it through follow-up activities of their own, beyond the fifteen-minute-per-day limitation. Tape recorders, headphones, and cartridge tapes containing recordings of all the songs and action music of the program were set up in some classrooms and used by regular classroom teachers. Parents of all ethnic and racial groups, as well as school administrators, supported the program with enthusiasm. This seems significant at a time when the New York City school system, like so many others, finds itself in the midst of pressures from various groups. The English-speaking parents, both White and Negro, have embraced the project as a welcome enrichment program; the Spanish-speaking parents have expressed warm feelings for the program. One of the major areas for further study is the need for FL teacher training in early childhood education. Preliminary investigation has shown that practically no institutions or certification boards provide for a combination of early childhood and language training, not even for FLES teachers; yet the similarities between the principles guiding early childhood development and the principles guiding language learning are quite clear. A pre-FLES training program will have to become a reality if language instruction is to take full advantage of the inherent FL readiness in the early years.

AUDIOVISUAL INSTRUCTION

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MULTISENSORY TEACHING TOOLS AND THE VERY YOUNG LANGUAGE LEARNER

PAUL E. KING

This article is based in part on a paper given by the author before the National Education Association's Annual D.A.V.I. Convention (1966).

MULTISENSORY TEACHING TOOLS AND THE VERY YOUNG LANGUAGE LEARNER

PAUL E. KING

There are 25 children in this kindergarten class. About one third of them speak Spanish; among them there are some who do not understand English at all, while others comprehend it to some degree. The other two thirds of the class speak English; some speak the English of the disadvantaged Negro, some the English of the middle-class white.

This is the natural setting of a typical kindergarten class duplicated daily, hundreds of times, in many metropolitan and suburban areas of the country. Here two major needs of American education clash head on: the young non-English (immigrant) child is expected to gain a good command of English for a monolingual American society with utmost speed lest he fall behind in all areas of his education; while at the same time, the young native English speaker needs to acquaint himself with a "foreign" language for a rapidly shrinking, multilingual world society. These dual needs conflict and often breed negative attitudes ranging from resentment of the "one-way-only" approach to English (by native Spanish speakers) to an attitude of "why should we learn a foreign language if our Spanish peers are told to learn English?" (on the part of the native English-speaking children). The frequently disastrous results of this conflict, as they appear in later school years, are well known: negative attitudes, dropouts, and near literacy on the one hand, and forfeiting of the bilingual age on the other.

In 1964 the Bureau of Research of the U.S. Office of Education sponsored a two and one-half year demonstration project titled Bilingual Readiness in Primary Grades (1964-1966). The project aimed to demonstrate that these two major linguistic needs of American education need not necessarily conflict, but could be made to actually support and reinforce each other. Specifically, a method was to be developed and tried which would provide an exposure to a foreign language for the English-speaking children while, at the same time and in the same classroom, strengthening the invaluable reservoir of the native Spanish speakers so that their pride in their native language would become a foundation from which they could step freely into the all-English-speaking American society.

Several known factors supported the contention that these goals could be met simultaneously:

1. A child's language aptitude is greatest during preschool and primary school years.
2. Young children often learn more from their peers than from adults.
3. The five-year-old child is still relatively free from negative attitudes, cultural and lingual. Environmental experiences mold future attitudes.

Four hundred and fifty children in 18 New York City kindergarten and first-grade classes took part in this project. The 15-minute daily program of the project was guided by a bilingual teacher who used both English and Spanish freely. She encouraged the children to respond in their respective target languages, yet permitted them to use either language as a means of ex-

BELOW: Two-channel bilingual tapes let children participate in the same activity together. Good oral communication leads directly to reading readiness.

pressing themselves. Development of lingual freedom and lingual fluency through a bilingual approach was the prime objective.

Two considerations determined necessary methods for the project:

1. Being a language readiness program, it had to be an oral, that is, an audiolingual activity. It had to follow sound linguistic principles.

2. Being a kindergarten program, it also had to be a motivated activity. All language communication had to be meaningful in terms of the children themselves and in keeping with early childhood development. The audiovisual tools which were used extensively also had to be equally meaningful in those terms.

But what is meaningful and "real" for all five- and six-year-old children irrespective of their racial, ethnic, or socioeconomic backgrounds? Children's stories with literary merit provided the answer. In the world of fantasy, all children could enter and "live" the experiences of their friends. For example, when Little Bear told his mother that he was cold, or when Indian Two Feet wanted a horse but could not find one, the children, no matter from what kinds of homes they came, would feel that the events were truly "real."

Once it was decided that the children's picture story and its many variations (telling and retelling, role playing, dramatizations, pantomime, puppetry, musical adaptations, choral responses, etc.) would form the central bilingual theme of a lesson unit, it then became practical to work with a simplified language and with simplified multisensory media. This simplification of oral and visual communication had to be developed not only without sacrificing the essence or the meaning of the story or activity, but actually as an intentional method of highlighting and pinpointing the educational goals.

Taste affords comprehension of new cultural activities.

Though the program depended on oral communication in a class of five- and six-year-olds, it was so designed and programed that even during the unexpected give-and-take of a dialogue situation one could reasonably expect that a certain stimulus would elicit a certain response, or a certain limited range of responses. Multisensory tools were used to elicit these predictable actions or reactions.

The theme of every teaching unit became inseparable from the audiovisual tool applied. It stimulated the application of the tool, and the tool in turn became a key factor in the further development of the theme. Thus it was possible to let the children experience the theme in many different ways and through many senses.

Giant Book illustrations (14" x 18") served as points of departure for every bilingual theme. In sharp contrast to the common practice of using an audiovisual device such as a chart or a film as a vehicle for "one-way-only" communication (from the teacher or the tool to the pupils, with the children being the passive recipients of this information), the project's tools were always used as active learning units. There was continued interaction between the children and the tool. For example, after the children read, "Paul and Judy can touch the bunny," they then turned the page and touched real bunny fur. In the same way, after reading, "Judy can look into the mirror," the children again turned the page and looked into a real mirror.

In turn, the book's fantasy characters "stepped out" of the pages of the books into real life to play and talk with the children, jump with them, walk with them through the snow, play hide and seek, or visit the animals in the zoo. Songs especially created to reinforce the reality of the story theme were taped and, along with puppets, toys, felt boards, and other materials, became the "realia" of the activity.

A new role for the visual tool in language learning soon became obvious. The picture, in its many forms, today takes a very modest back seat in the new audiolingual approaches to language instruction in a FLES (Foreign Language for Elementary School) or more adult program. In the primary grade demonstration project, however, the Giant illustrations became the focal point for conveying all comprehension of un-

Giant tactile illustrations permit interaction between child and book.

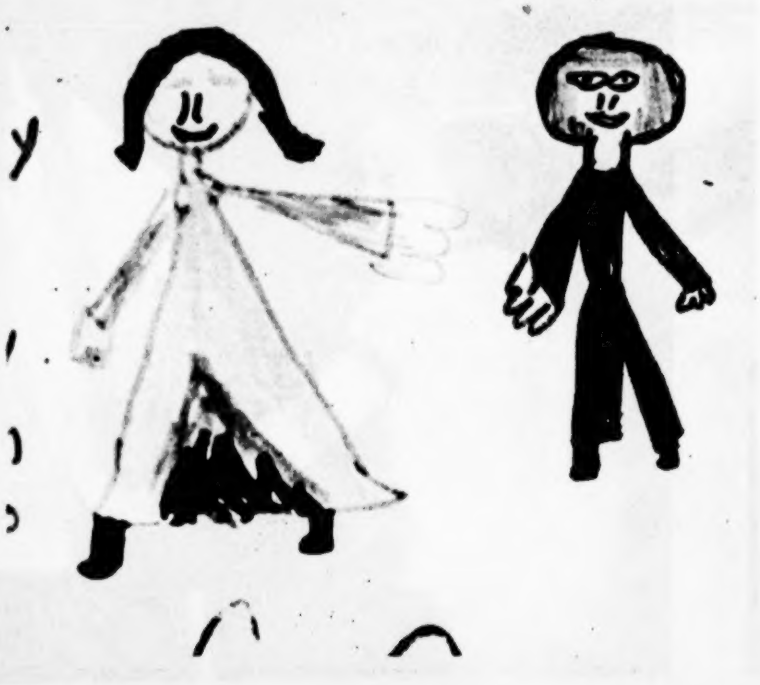
known speech patterns to the very young language learners. Whenever a new theme was to be presented, the simple but artistic Giant Book illustrations helped to impart understanding of the linguistic meaning as well as the literary quality of the theme. Once basic comprehension had been established, the same visuals became the stimuli to which the children responded with repetitive language patterns. This was possible because the visuals had taken on a life of their own, and the children were able to interact with them in the "real" world of fantasy.

Often, audio was used to add meaning to spoken language communication. Whenever practical, actual live sounds were employed to emphasize and reinforce the basic audio of the spoken word. If, for example, the children were to learn that "the little dog could not see but could hear," then the taped whistles of a bird and the taped ticking of a clock supported the little dog's and the children's experiences of hearing the world about them and their understanding of the meaning of the words.

Throughout the program, focus on the other senses—in addition to those of sight and sound—was directed at giving meaning to an unknown language and culture. This proved particularly important as an alternate avenue for reaching an individual child with whom the audiovisual approach alone seemed to have failed. Touch, for instance, provided comprehension for concepts such as "scratchy" (a piece of sandpaper was used to experience "Daddy's scratchy face"); and not infrequently, the children began to grasp a new concept simultaneously in their own language as well as in the foreign target language—both for the first time.

The smell of a real flower or the perfumed smell of a Giant Book's flower illustration also gave meaning to the unknown, especially for the nonlingual child. Even taste became a sensory stimulus for providing comprehension of cultural activities which some of the children had never known from their own culture. It was interesting to note that these alternate avenues to learning—touch, smell, and taste—often stimulated unusual creativity from children who, by established normal classroom standards, were doing rather poorly in their lingual abilities, both in Spanish and in English.

The many more conventional uses of audiovisual tools as teacher supports also gave rise to some new activities. Through the medium of a prerecorded action story, for example, the teacher as well as the children could create the illustrations for a story while it was being presented. Also in the experimental vein, a system of two-channel tapes exposed the two language groups exclusively, and yet simultaneously, to their respective target language. Since both channels on the tape were completely synchronized, the children, through headphones, participated together in the same program at the same time, with the native Spanish speakers participating in the all-English program while the native English speakers were taking part in the all-Spanish program. Headphones and listening corners were also used extensively, especially as an addition to the regular 15-minute bilingual program. The kindergarten teachers put the listening corners to good use, and the children did not tire of repeated exposures to the bilingual stories, songs, games, and other audio-lingual presentations.



Children relate their feelings about the bilingual program with visual creations of their own.

While many of the applications of multisensory tools mentioned are not new, it is certain that their central role in the literary curriculum and their integration with the complete program made intensive, active reinforcement possible, and thus contributed materially to the success of the demonstration project. There was continued interaction not only between children and children, or between children and teacher, but equally between children and the educational tools. Just as the literary story theme was real and common to all three ethnic and racial groups which made up the classes, so were the audiovisual tools and the children's involvement in them a daily reality. At no time was language taught as an end in itself; rather, it took its natural place as a means to an end—as a way of expressing thoughts, ideas, and emotions.

Smell is an alternate avenue of learning and supports the audiovisual approach.